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DeKalb, Illinois.

First Year.

Catalogue for 1899-1900.

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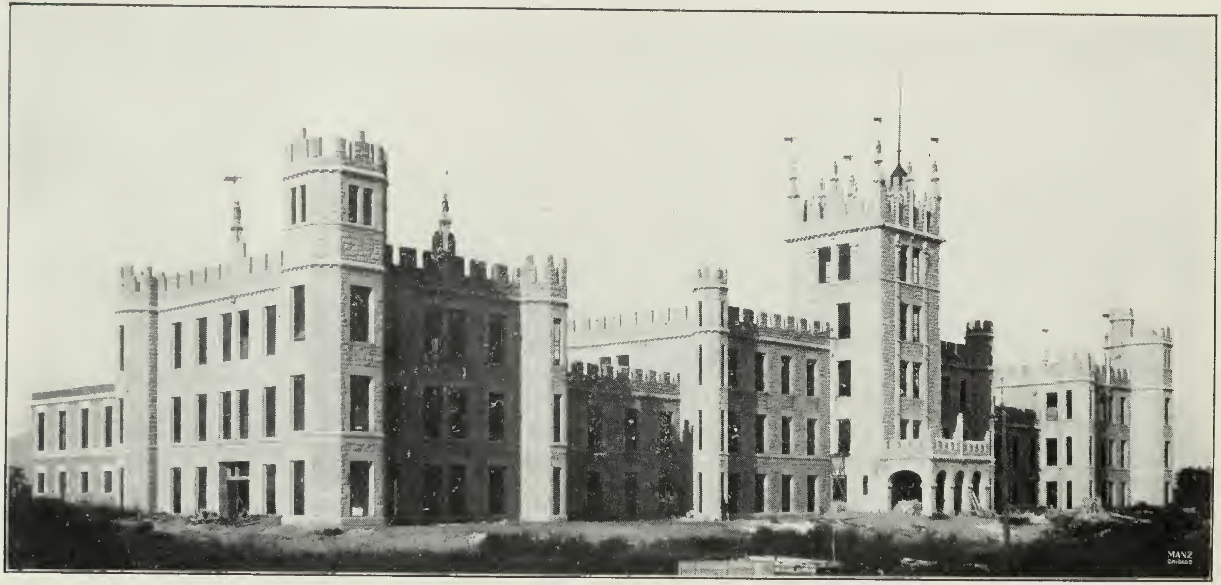
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ANNUAL CATALOGUE

AND

COURSE OF STUDY

OF

THE NORTHERN ILLINOIS
STATE NORMAL SCHOOL

DEKALB, ILLINOIS.

FIRST YEAR.

For the Academic Year ending June 21,

1900.

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‖ ENGAGED FOR NEXT YEAR.

Northern Illinois
State Normal School.

THE Northern Illinois State Normal School was established by an act of the General Assembly in 1895. Its only purpose is the preparation of teachers for the schools of Illinois. It is located at DeKalb. The town contains a population of about six thousand and is very pleasantly situated. The railroad facilities are admirable. It is on the Omaha division of the Chicago & North-Western railroad, on a branch of the Chicago & Great Western, and on the Northern Illinois. It is fifty-eight miles from Chicago. The town has fine water, electric lights, and a brick pavement beginning near the railway station and extending beyond the grounds of the Normal School. A street railway will soon connect the school with all parts of the town and with the county seat, six miles distant. The contour of the country is highly favorable to drainage, and no part of Illinois possesses a more fertile soil, a more prosperous people, a more exhilarating and healthful climate. Northern Illinois is justly famous for all of these qualities, and DeKalb county possesses them in an eminent degree.

The Normal School building is one of the finest structures for normal school purposes thus far built in this country. It is three hundred seventy-one feet long and two hundred fifty feet in extreme depth. It was designed by Architect C. E. Brush, of Chicago, who consulted freely with Normal School experts when making his plans. In consequence, it is most admirably adapted to the ends for which it was intended. It contains a spacious auditorium, capable of seating twelve hundred, plenty of good class rooms, fine library accommodations, and unusually fine apartments for laboratories. The gymnasium is eighty by eighty-five feet, and is furnished with baths. The art room is beautifully located and is ample in size for the needs of the school.

The campus contains sixty-seven acres of diversified surface and will soon be finely ornamented under the directions of a competent landscape gardener. Provisions are made for all of the common outdoor sports for young men and young women.

It should be distinctly borne in mind that this is a professional school. It exists for no purpose except the preparation of teachers for the schools of the State. This being the case professional work will be made the feature of the curriculum. A little reflection will show that it will be impossible to permit pupils to select their studies with any considerable amount of freedom. Where there is a high degree of scholarship exception will be made, but such cases will be passed upon individually. In general, it will be expected that the pupils will follow the prescribed courses.

It is very much to be desired that those who attempt the work of this school shall have fair scholarship and a good degree of maturity. Especially do we want high-school graduates. We realize, however, that there are many students who have not graduated from high schools, or who may not have attended high schools, that can do the work of this institution and do it very creditably. It will be necessary, however, to communicate personally with such candidates and to examine them with a good deal of care. Study the following statements respecting the methods of admission to the school.

THERE ARE SEVEN WAYS OF ENTERING THIS INSTITUTION.

First:—A course of one year will be offered to graduates of colleges, who will be admitted upon presentation of their diplomas.

Second:—Graduates of superior high schools will be admitted to a two-year course upon presentation of their diplomas. These high schools will be designated as "Accredited Schools."

Third:—There are many smaller schools with shorter courses whose graduates will be admitted to a three-year course upon presentation of their diplomas. The difference between this and the two-year course lies chiefly in the prominence given to the common branches and certain of the high school studies.

FOURTH:—Persons holding first-grade certificates will be admitted to the three-year course. Those holding second-grade certificates will not be so admitted unless they have taught school for some time. Candidates of this character should communicate with the president with respect to their admission, as it can be settled by correspondence.

FIFTH:—Students who have been connected with other State Normal Schools can enter upon presentation of their records. All work done in such institutions will be passed to their credit here.

SIXTH:—The act establishing this institution provides that county superintendents may appoint a limited number of students. It is expected, however, that these appointees will have the qualifications of other candidates, so that no particular advantage will attach to these appointments further than exemption from an admission examination.

SEVENTH:—Persons having none of the qualifications indicated above may be admitted upon an examination by the faculty. This examination will cover reading, English grammar, arithmetic, geography, United States history, and orthography. While the number of subjects is small, the examination will be quite thorough, and familiarity with these subjects is expected. An admission average of 70 per cent. will be necessary.

All candidates for admission should present with their papers a certificate of good moral character, signed by some responsible person. This will be insisted upon in all cases.

COURSES OF STUDY.

The institution offers four courses of study: a one-year course, for college or normal school graduates; a two-year course, for graduates of superior high schools having a good four-year course; a three-year course, for graduates of smaller high schools, for persons holding first-grade certificates, and for others whose qualifications are satisfactory. No absolute standard is possible. Applicants can ascertain by correspondence, ordinarily, as to the possibilities of admission. The four-year course affords training in ancient and modern languages in addition to the work of the other courses.

A study of the outlines will reveal the fact that in the first year of the two-year course, in the first and second of the three-year course, and in the first three of the four-year course, the recitations are conducted on the "four-hour" plan. The purpose of this arrangement is the admission of the science work throughout the courses.

The work for the college graduates will be arranged with reference to individual needs. It will be exclusively pedagogical. Opportunities for specializing in particular grades will be abundant.

TWO YEAR COURSE.—‡ FIRST TERM.

Geography 4, Biology 4, History 4, English Grammar 4, Psychology and Pedagogy 4, Drawing 2.

SECOND TERM.

Reading 4, Arithmetic 4, History 4, Biology 4, Psychology and Pedagogy 4, Drawing 2.

THIRD TERM.

Algebra 4, Literature and Composition 4, Biology 4, Music 4, Psychology and Pedagogy 4, Drawing 2.

FOURTH TERM.

Observation and Teaching 10, Physics 5, Literature and Composition, or Sociology, or Oratory, or History of Philosophy, or Advanced Drawing, 5.

FIFTH TERM.

Observation and Teaching 10, Geometry 5, Astronomy, or History of Education, or Civics, or Political Economy, 5.

SIXTH TERM.

Observation and Teaching 10, Philosophy of Education 5, Geology, or Physical Geography, or Ethics. or Chemistry, 5.

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‡ The figures indicate the number of forty-five minute recitations per week.

OUTLINES OF COURSES.

GEOGRAPHY.—First Term.

Study of Home Geography to be used as a type.

I. KISHWAUKEE CREEK.

River, river valley, river system, river basin; different stages of river development; divides, lakes, falls, gorges, canons, flood plains, deltas, etc.

Relation to economics of the earth.

Relation of rain to underground streams, springs, wells, geysers, caves, caverns, natural bridges, etc.

Importance of valley for transportation and settlement.

II. WEATHERING OF CAMPUS.

(a) Work of streams, chemical, mechanical.

(b) Wind, dust, sand storms, dunes, waves along the shore, sculptured rocks.

(c) Temperature, expansion, contraction, frost.

(d) Ice and snow, glaciers, icebergs, ice sheets, moraines, drift, lakes.

(e) Organic forces—plants, animals, man.

III. SOIL OF DEKALB.

Waste of land; different kinds of soil—clay, sand, gravel, loam, etc.

Economic value of each,

Forms assumed by waste of land on the way to the sea; talus slopes, alluvial fans, lake plains, flood plains, etc.

Dependence of animal and plant life upon rock waste.

IV. CLIMATE OF ILLINOIS.

(1) Factors that affect climate.

(a) Latitude, parallels, equator, meridians, apparent movement of the sun, direct and indirect rays of the sun, belts of heat.

(b) Distance from the sea, currents of the sea.

Effect of heat upon land and water masses. Positions of land masses of the world.

(c) Topography.

Primary highlands of the world.

Mountains: different kinds and various stages of development.

Volcanic structures: cones, lava flows, necks, dikes, localities.

Topographic features developed by their sculpture.

Position of plains, plateaus, deserts, etc.

Location of Illinois in broad plain.

Contrast climate of mountains with plains.

(d) Prevailing wind and rainfall.

Rotation of earth, pressure of atmosphere.

General circulation of the winds, trade winds, westerlies, monsoons, storms, etc.; distribution of rainfall; weather maps; and weather predictions.

(2) Effect of climate upon plant and animal life.

V. PRODUCTIONS OF NORTHERN ILLINOIS.

(1) Corn.

Study of corn belt of the U. S. with reason for location; amount raised; value.

Products—corn meal, whiskey, starch, vinegar, paste, flourine, rubber, etc.

Cultivation of corn—storing, shipping; history of corn plant; corn regions of the world; exporting; feeding stock.

(2) Stock.

Relation of corn to stock; productions—milk, butter, cheese, hides, tallow, wool, beef, pork, etc.; stock regions of the world; manufacturing—hides, leather, shoes, stock yards, canned beef, glue, etc.; imports, and exports.

(3) Forests.

Woods upon the campus; relation of trees to streams; different kinds of trees.

Economic value of trees.

Forest regions of Illinois; North America; climatic conditions for forests; forests of the world.

Commercial interests—log camp, rafts, saw mills, lumber yards, shipping, manufactories, etc.

VI. CHICAGO, largest city of Illinois, commercial center of U. S.

Location, size, geological history, topography, drainage, soil, climate, population, history, Indian massacre, great fire, World's Fair, transportation—great lakes, drainage canal; railroad center; industries—packing houses, stock yards, car shops, machinery, musical instruments, grain elevators, wholesale houses, etc.; imports of the U. S.; exports of the U. S., trade centers of the U. S. and the world.

VII. EARTH AS A BODY IN SOLAR SYSTEM:—form, position, size, motions, cause of day and night, cause of seasons.

VIII. GEOGRAPHICAL FACTORS IN THE HISTORY OF MAN.

Dependence of population upon form, climate, resources, food supply, etc.; location and growth of cities; complete submission of savage races to geographical control; subjugation of difficulties by more intelligent races.

Remarks on the geography.

Instead of dealing with conventional forms, the work begins with one of the transforming agencies of the world. This is an "energetic" rather than a "static" view of the subject. It is an attempt, at least, to discover a logical organization of the geographical material.

The water course which is immediately studied is of sufficient size for our purposes, and undergoes all of the changes of larger streams. A laboratory method is thus made possible and the pedagogical aspects of the work can receive quite adequate attention.

Classes in the various grades of the Practice School are used to exemplify the method of presentation and in the discussion of these exercises the pedagogical and psychological problems are developed and studied.

BIOLOGY.

Biology runs through the entire year, the work of the three terms being unified so far as possible. For a complete biological survey it is desirable, therefore, to enter the class at the beginning of the fall term; however the course is so arranged that candidates who are properly equipped may take up the study in the winter or spring without serious disadvantage.

The fall term will be devoted, in the main, to the subject-matter and method of Zoology; the winter term, to Human Anatomy, Physiology, and Hygiene; the spring, to Botany; but leaf-fall cannot well be studied in the spring time nor bird nesting in the fall, and this formal division is modified to allow for topics suggested by the seasonal changes.

The treatment throughout is designed to be such as will make the work of immediate practical value to those who are to deal with nature study in the grades, yet it aims to give a somewhat broad and connected view of the plant and animal kingdoms. Certain types are studied in considerable detail, but the work is comparative throughout, and the great generalizations of biological science are not neglected. Illustrative lessons with pupils from the Practice School are given before the class, pupils from intermediate and grammar grades often engaging in regular laboratory work; the course of study in science is investigated, and the aims of science teaching are discussed. Text-book, lecture, and laboratory methods are combined; frequently field excursions are substituted for laboratory work, the extensive campus offering very unusual advantages for the study of varied forms of terrestrial and aquatic life. Lecture and library notes, original drawings and descriptions are preserved in permanent note-books.

FALL TERM.

The student is first directed to make simple observations on some common plant or animal, avoiding all bookishness, and cultivating a true scientific method and spirit of original investigation, with notes and drawings of objects studied. Botanical subjects peculiar to autumn are considered in season, but the studies of this term are almost wholly zoological. The types mentioned in the following outline are handled in the laboratory or in the field; a few are studied only externally and not dissected; related forms are exhibited and discussed in lectures. Biography is always in the foreground. General biological laws and principles, classification, development, struggle for existence, variation, adaptation, heredity, evolution, etc., are considered as they naturally present themselves in the sequence of studies.

1. Field notes on some common form. 2. Collection and preservation (living and dead) of zoological material. 3. Grasshopper. 4. Crayfish. 5. Cyclops. 6. Seed dispersal; thistles and burs. 7. Leaf fall. 8. Cell structure. 9. Protozoa; Amoeba, Paramecium, Vorticella, Stentor. 10. Commercial sponge. 11. Hydra. 12. Hydroids and Corals. 13. Starfish. 14. Earthworm. 15. Mussel. 16. Snail. 17. Winter habits of plants and animals. 18. House Plants.

Texts: Davenport's Introduction to Zoology.
Boyer's Elementary Biology.

WINTER TERM.

The class is now prepared for the study of vertebrate types. These are used largely as a basis for human anatomy and physiology, which, with hygiene, occupy most of the time. Full mammalian dissections are made, and experiments are performed upon the frog, and upon our own bodies. Hygienic considerations are always prominent. During the latter part of the term, out-door phenomena, dependent upon the on-coming of spring, are noted, and the studies of the spring term are anticipated.

I. VERTEBRATE TYPES.

1. Fish. 2. Frog. 3. Turtle. 4. Snake. 5. Pigeon or sparrow—including instruction in taxidermy. 6. Cat or rabbit,—in connection with II.

Texts: Same as fall term.

II. Human Anatomy, Physiology, and Hygiene.

Most of the Anatomy and some of the Physiology have already been mastered through the medium of zoology. The text-book work is accompanied by laboratory dissection, experiment, and demonstration. Under each of the following topics hygiene is included; the action of alcohol on various parts of the body is likewise taught in connection with each topic. The special senses are treated in psychology in the fall term, and the organs of speech are studied by the classes in reading; hence these subjects are omitted from this outline.

1. General plan and structure of the body. 2. Its various activities,—the work to be done. The "systems" of the body. 3. Muscles and muscular work. Exercise. 4. Blood and lymph. Circulatory system. 5. Mechanism and chemistry of respiration. Ventilation. 6. Nutrition and the digestive system. Foods. 7. Excretion. Skin and kidneys. Bathing. 8. Skeletal system. 9. Structure and functions of nerves. Cerebro-spinal and sympathetic systems. Reflex action, etc. 10. Emergencies. 11. Contagious diseases.

Text: Colton's Physiology.

SPRING TERM.

Botanical studies are foremost, but not exclusive, during this term. A brief survey is made of the vegetal kingdom, proceeding, so far as possible, from the simpler forms to the more complex and highly organized. Spring time observations of animal forms, bird migration, pond life, etc., are made as the season demands, and full "nature notes", bird calendar and flower calendar, are recorded and preserved from year to year. A formal herbarium is not required,—we are more interested in the living plant than in the dead one,—but representatives of a few leading families are studied, and specimens preserved.

1. Seeds and seedlings. Germination. Experiments on seedlings. 2. Buds and branches. Tree blossoms. 3. Spring observations on animals; birds, tadpoles, earthworm, etc. 4. Osmose, root pressure, and transpiration. Root hairs, sto-

mata, etc. 5. Algae and fungi. 6. Moss. 7. Fern. 8. Trillium. 9. Roots, stems, leaves, and flowers. 10. Pine trees. 11. Life history of Cecropia Moth. 12. Classification of insects. 13. Inter-relations of flowers and insects. 14. Plant societies.

Text: Plant Studies, Coulter. Elementary Biology, Boyer.

HISTORY.

TWO-YEAR COURSE.

In the two-year course, a fair knowledge of American history and of the outlines of universal history is presupposed. Therefore, the whole attention is centered upon the professional side of the subject.

The first term is devoted to a careful study of method in history. The work in all the grades of the elementary school, from the lowest to the highest, is considered. The principles and theories involved are brought out by assigned reading and class discussion. Every method discussed is practically illustrated by the instructor teaching the various grades in the Practice School, in the presence of the Normal students. A considerable portion of the term is devoted to this illustrative teaching. Careful consideration is given to the best available material for the various grades of work.

The second term is devoted to the intensive study of a limited field of history. All of the available material, both of primary sources and of secondary authorities, will be accessible in the library. Thoroughness of mastery, and not extent of ground covered, is the aim. Among the chief purposes of the term's work are the following: To learn the historic processes, to learn how to search out information from books, to gain an idea of the vastness of the subject of history, to divorce the student from dependence on a text-book, to train the judgment in weighing the value of material and in selecting that which suits one's purposes, to learn to generalize from a mass of material, etc. The topics selected for this intensive work will be varied from year to year and, in case a class is divided into sections, it is probable that different topics will be taken for the sections. The reign of Charlemagne will be the topic for next year.

The library is unusually strong in the department of history. Care and expense are not spared to make it systematic and comprehensive. Not only are all the leading secondary authorities to be found on our shelves, but also a liberal supply of the sources most useful to the student. Constant additions are being made to the list of books and every new demand is met as promptly as possible. The library is a government depository and receives all of the publications of the United States government. Two thousand volumes, or more, have been received. The most valuable of those out of print are added by purchase from time to time.

ENGLISH GRAMMAR.

Since language is the expression of thought, the first essential of the study of language is an understanding of the structure of thought. As the thought is the unit of mental action, so the sentence is the unit of lingual expression. Two things, then, are of fundamental importance: first, that the sentence be regarded always as the expression of a thought; second, that the thought and its expression be kept distinct. The following outline gives rather the result aimed at than the process of attaining it. The pupil works wholly from the sentence, looking through it to the thought; deducing his own principles; formulating his own definitions. Much attention is given to methods of presentation, in the grades, by actual work with the children in the Practice School, and to the consideration of available text-books for the grades.

For students who have some knowledge of other languages than English a course in comparative syntax will be offered. For suggestions concerning the advantages of such a course, see statements of course in Latin, Greek and German.

I. Study of the Sentence as a Whole.

1. The universal form of the sentence as governed by the nature of a thought.
2. Sentences classified. (1) on basis of purpose of utterance, (2) on basis of form as governed by the form of the thought expressed.

II. The three elements of the sentence; the characteristic word in each and how modified.

III. The material of which the sentence is composed classified under (1) substantive words, (2) attributive words, (3) relational words. The uses and modifiers of each.

IV. Parts of speech. Subdivisions of general classes of words; properties; inflexional forms.

DEPARTMENT OF DRAWING.

The aim of this department is to aid in the general education of the student by bringing him into a closer relationship with his environment—not alone that included in the natural world but that comprising the world which man created for himself.

Drawing is often spoken of as a universal language. When we remember that it underlies the creation of every manufactured object about us, from the commonest tool and utensil to the gigantic Brooklyn bridge and the loftiest city office building, and from the designs for our carpets and wall papers to the decoration for our Congressional Library, we realize that it is indeed a wonderful mode of expression, and a language which all should be able to read understandingly whether proficient or not in its manipulation.

Training here results not only in increased power of expression serving as an aid in every other study, but as an added means of acquisition as well; and above and beyond this it gives the learner a finer appreciation of his surroundings in the natural, industrial, and social world, and a broader, clearer understanding of the accumulations of human experience as shown in the art records of the past and present.

The subject properly taught encourages to the fullest degree the expression of creative activity. All that is learned in the study of form and color must be utilized in some original way in order to be of educational or culture value. To this end much attention is given to the subject of composition in its relation to the industrial and the artistic phase of the subject. The exercise of judgment and choice in such creative effort can only result in the growth of power to know, to feel, and to express beauty.

TWO LESSONS EACH WEEK, THREE TERMS.

FIRST TERM—(24 lessons.)

Flowers, fruits, vegetables, trees, principles of perspective. Single objects and groups of objects represented in outline and in light and shade.

SECOND TERM—(24 lessons.)

Construction—working drawings, patterns, constructive design. Composition as related to construction, representation, and decoration.

THIRD TERM—(24 lessons.)

Lectures on Method and on History of Art. Composition in out door sketching with brush and ink, and brush and color.

Figure pose.

READING.

TWO-YEAR'S COURSE.

ONE TERM'S WORK—

The work of this term follows these general lines: Phonology, Physical Culture, Voice Culture, and Reading, with the emphasis on the last. While every lesson is a lesson in method, special illustrative lessons with the Practice School classes are given during the last three weeks of the term.

I. PHONOLOGY.

1. A study of the vocal organs as to structure and function and a careful examination made of the vocal apparatus of a sheep, a calf, etc., as these organs are much alike in man and the lower animals.
2. Use made of the laryngoscope in the examination of the vocal organs of members of the class.
3. Clay modeling of vocal organs.
4. Process of vocalization and of respiration with systematic voice culture from both the physical and mental view points. The correction of voice and speech defects as

nasality, hoarseness, and indistinct articulation, through the removal of physical restrictions and the recognition of the relation of the mind to the voice. An effort is made to approximate the ideal tone through the expression of sentiments that involve the higher emotions. The subject is treated in the following order:

1. Instrument of voice—body.
2. Operator of voice—mind.
3. How the operator uses the instrument.
4. Product.
    (a) as sound.
    (b) as an agent of expression.
5. Relation of voice to body.
6. Relation of voice to mind.
7. Principles of voice culture.

5. A study of the oral elements and diacritical markings with practice in accent, syllabication and articulation.

II. PHYSICAL CULTURE.

As life of body as well as mind is necessary in effective oral reading, a few moments of each recitation are devoted to securing a thorough awakening of the body. The exercises introduced seek to furnish vital supply for the entire organism. Any system of physical culture that seeks to make the body the agent of the soul in expression, and that results in nobility and poise in bearing together with lightness and freedom of movement, is deserving of consideration. While the general purpose of the physical culture, in connection with the reading, is to make the body responsive and expressive, its immediate attack is on the sunken chests, rounded shoulders, and unnaturally curved spines, together with awkwardness in carriage and all ungainly movements.

III. READING.

In all the work in reading the following CONDITIONS ARE FUNDAMENTAL:

1. The pupil must get, hold, and give the thought.
2. The imagination must be so active that every situation is visualized.
3. Pronunciation must be absolutely correct.

With these points settled we next direct our energy to the accomplishment of certain specific purposes. Since the psychological side of reading is the all important side, the work must be arranged in progressive steps following the natural order of mental growth.

FIRST. The teacher's effort is directed toward such a mental arousing of the pupil a shall result in a keen appreciation of the thought-content of the printed page. This comes when through close thought analysis and vivid imagery, the situation becomes a reality to the reader.

Selections calculated to secure this result should be complete experiences and such vital situations as will arouse the reader to the point of self-forgetfulness.

SECOND. As soon as skill is acquired in presenting thought enthusiastically, the next step is the presentation of the thought smoothly. Selections calculated to arouse tender emotions are introduced here and the voice, as a true reporter of the thought and feeling, grows sweet and musical.

THIRD. In a close scrutiny of the thoughts of the printed page, the mind attaches more importance to some than to others, and this importance reports itself in the oral expression. Results are secured here through work on selections that deal with the sublime in nature and the heroic in character. Here the voice gains volume and personality is strengthened.

FOURTH. The attention is now turned toward securing simple, earnest directness, in other words, learning to talk from the printed page, TO and not AT an audience. Here the thought analysis becomes sharper and personality is still further strengthened, while through the effort to express with perfect clearness what is perfectly clear to the mind, enunciation is perfected. Dialogue and direct appeals are the materials used here.

One of the following Shakespearean plays is selected for study:—Macbeth, Julius Cæsar, Merchant of Venice, As You Like It.

Here an application of the principles previously stated is made. In the study of the play there is constant recognition of the fact that literature, especially the drama, is life; and also a recognition of the fact that every individual possesses the dramatic instinct.

In the study of the play the work is developed in the following order:

1. A rapid reading of the play for the story.
2. Movement, plot and characterization noted.
3. Study a scene at a time.
    1. Obscure passages cleared up.
    2. Close analysis of thought.
    3. Picturing of situation and of characters.
    4. Personation of characters.

FIFTH. After a careful study of the play the characters are assigned to various members of the class and the play is presented as a whole.

ARITHMETIC.

The primary aim in the course in arithmetic is to fit the students to teach the subject most effectively to children. To this end the psychological aspect of number is given careful consideration, in connection with the mathematical aspect. The arithmetical terms and processes are examined as to meaning and logical relations. Application of this knowledge of the fundamental processes is illustrated by teaching classes of children from the Practice School before the classes. An opportunity is thus afforded to test the theory of how children learn number, by observing them in the PROCESS OF LEARNING.

In the application of arithmetic to practical affairs only such subjects are treated as are found in operation in the business world, and only such problems are given as are likely to be found in the ordinary course of business. While the analysis is rigid as to accuracy and clearness of statement, yet the student is given freedom as to the form. Analysis is not made an end in itself; it is used simply as a means to clear up the thinking.

Inasmuch as the students admitted to this course have had a good four-year high school course or its equivalent, the subject of arithmetic is completed in one term. The point of view throughout is how to teach the subject.

The four fundamental operations are critically examined, compared, and grouped so as to discover their unity. The difficulties to be overcome by the child in learning these operations are taken up. Use is made of the classes in the Practice School to discover these difficulties and their solution.

Fractions are then studied, special emphasis being given to the principles. Rigid analysis to disclose the meaning of the processes is insisted upon.

Decimal fractions are considered as an extension of the decimal system.

The latter half of the term is given to applied arithmetic as follows:

I. Denominate Numbers.
    (a) Measures of lines, surfaces, and solids.
        1. Application of these to the building trades and measures of capacity.
    (b) Weight. Avoirdupois.
    (c) Time.
    (d) Circular measure.
    (e) Longitude and time.
II. Percentage.
    (a) The three fundamental operations.
    (b) Application of these to:
        1. Discount.
        2. Loss and gain.
        Commission.
        4. Stocks.
        5. Interest.
        6. Bank discount.

III. MENSURATION.

(a) Areas of plane figures.

(b) Volumes of solids.

Emphasis is laid on the constructive side of the subject.

Text: New Advanced Arithmetic. (Cook & Cropsey).

PSYCHOLOGY AND PEDAGOGY.

The aim of this course is the development of those general principles that determine method. Special method in the several subjects will receive careful treatment in the time allotted to them.

The work will open with a six weeks' course, covering in a very general way, the field of psychology. The text-book used will be James's Talk to Teachers, which will be supplemented by a library course. The main book of reference for the remainder of the year will be the "Briefer Course," an abridgement of the Principles of Psychology, by the same author The topics especially studied will be determined by the pedagogical demands hence the subject will not be pursued as an independent science which is to be studied for its own sake, but for the light which it throws on the processes of mental growth.

ALGEBRA.

The work of this course is a thorough review and intensive study of the more difficult topics of the elementary algebra. To enter this course the student should have had a year or more of algebra in a good high school. This preparation makes it possible to make a somewhat exhaustive study of such topics as, arithmetic and algebra compared, the algebraic series of numbers, the double meaning of the signs PLUS and MINUS, the commutative, distributive, and associative laws, the theory of divisors, etc. The aim is to make rational the processes which hitherto may have been largely mechanical. Rigid demonstration is required throughout. The latter half of the term is devoted to such topics as, the theory of exponents, quadratics, progressions, variables and limits, and series.

TEXT:—Wentworth's New School Algebra.

LITERATURE.

One of the main purposes of this course is the selection and study of suitable literature for the grades. The head of the department keeps in close relations with the work that the children are doing in the Practice School and acts as critic for the Normal students who are teaching literature in classes.

A survey of the field of literature and an acquaintance with its most notable features is attempted. The work for 1899-1900 included an outline course in American literature for the seniors during the fall term, and a somewhat full course in Milton and Shakespeare during the winter term. The Juniors spent the spring term on a general introduction to literature, and such studies in Chaucer, Spencer, Bacon, Milton and Addison as time permitted.

MUSIC.

The course includes sight reading, chorus work, and methods for the grades.

OBSERVATION AND TEACHING.

Our facilities for practice work are excellent. A graded school of three hundred fifty children uses seven rooms and ten recitation rooms in our building. Three additional school buildings in the town furnish six hundred fifty more children, thus affording a practice school of a thousand children below the high school. The teaching work is prescribed for the senior year. The class is divided into two groups, one teaching in the forenoon and the other in the afternoon. Each pupil who is preparing for grade work takes charge of a room of from forty to fifty children a half of each day for a year if so much work is needed. If superior skill is manifested the practice work may be shortened and two of the elective studies taken in its place. Special facilities are at hand for persons who wish to fit themselves for principals or for supervising critic work. While the teaching is here prescribed for the senior year, students of superior ability, and especially those who have taught, are permitted to engage in practice work the first year, leaving some study of the regular course for that purpose and taking it up later. Such teaching work will consist of class instruction in a recitation room, and two terms of such work, if highly successful, will equal in credits one term of the work in the senior year.

Preparation for this and subsequent work is received by courses in observation of classes and by attendance upon illustrative exercises conducted by the Normal or critic teacher with classes of children.

The Practice School really occupies the center of the situation and the work in the Normal department is arranged with especial reference to its necessities.

SENIOR PHYSICS.

The science for the fourth term is physics. The following outline represents the work of this year.

Study of motion; velocity, acceleration, angular speed, simple harmonic motion, inertia, momentum.

Study of Force and Energy, gravitation, the pendulum, Newton's laws, elasticity.

Mechanics of fluids; fluid pressure, surface tension, the barometer, pumps, Boyle's law.

Study of waves, transverse, longitudinal, and stationary, resonance and interference of waves.

Sound. Nature of sound, character of sound waves, pitch, loudness and quality; the musical scale, musical instruments.

The above is an outline of the recitation work, which is largely intensive in character. Accompanying it is a thorough course in laboratory work, all of which is accurate quantitative investigation of natural laws and determination of physical constants. Such as the following experiments are performed: simple measurements of length, using the vernier caliper and the micrometer screw; determination of the resting point of a sensitive balance; weighing by oscillations; determination of density by the Jolly balance, the Nicholson hydrometer, etc.; verification of Boyle's law; the laws of the pendulum; the velocity of sound, etc.

THE ELECTIVE STUDIES.

The regular work for the senior year is a half day's charge of a room and two studies. One of these studies is prescribed and the other may be chosen from the list of electives. No classes will be formed with less than eight pupils, however. As is stated above, pupils who do not need the maximum work in practice may take, instead, two additional electives.

GEOMETRY.

SECOND TERM.

This course extends over one term of twelve weeks and includes plane and solid geometry. The text used is Wells's Essentials of Geometry. The course treats the subject topically and includes the classification and summarizing of established truths. Considerable written work in original demonstration is required. Attention is paid particularly to three important methods of attacking a proposition: (1) by analysis, (2) by intersection of Loci, (3) by REDUCTIO AD ABSURDUM. Emphasis is placed on the analytical method in order to discover what relations of facts neccessarily follow if the given proposition be proved true; tracing these relations until a known proposition is reached, the process is reversed and a line of rigid deductive reasoning is required. Students are required to make models of the figures discussed in solid geometry and to follow this work by making plane drawings of the models. To enter this course students must have had at least one year of high school work in the subject.

PHILOSOPHY OF EDUCATION.

The text in this subject is Rosenkranz. The course includes parts I and II. An attempt is made to secure a philosophical view of education, appealing to the earlier work of the course and to personal experience in verification of its truth. For this purpose the subject is placed at the end of the course. The doctrine of "estrangement" is believed to furnish a clue to the whole knowledge progress.

THE GRADUATION THESIS.

A thesis upon an educational subject is required of all candidates for graduation.

THE THREE-YEAR COURSE.—FIRST TERM.

Reading or Latin 4, Arithmetic 4, Geography 4, Elementary Physics 4, Pedagogy 4, Drawing 2.

SECOND TERM.

Reading 4, Arithmetic 4, Geography 4, Grammar or Latin 4, Elementary Physics and Chemistry 4, Drawing 2.

THIRD TERM.

History 4, Algebra or Latin 4, Grammar 4, Biology 4, Music 4, Drawing 2.

FOURTH TERM.

Algebra 4, Psychology and Pedagogy 4, History 4, Biology 4, Rhetoric or Latin 4, Drawing 2.

FIFTH TERM.

Literature 4, Geometry 4, Civics or Latin 4, Biology 4, Psychology and Pedagogy 4, Drawing 2.

SIXTH TERM.

Literature 4, Geometry or Latin 4, Physical Geography 4, Psychology and Pedagogy 4, Biology 4, Drawing 2.

SEVENTH TERM.

Literature

Observation and Teaching 10, Physics 5, Sociology, or ~~Political Economy~~, or Oratory, or History of Philosophy, or Advanced Drawing, or Latin 5.

EIGHTH TERM.

Observation and Teaching 10, Physics 5, Literature, or Astronomy, or History of Education, or Civics, or Political Economy, or History, or Latin 5.

NINTH TERM.

Observation and Teaching 10, Philosophy of Education 5, Geology, or Chemistry, or Ethics, or Literature 5.

A thesis on some educational subject is required from all candidates for graduation.

READING.

FIRST TERM.

The work of this term is the same as that of the two-year course except that more time is given to the details of the work and the application of principles. The Shakespearean plays are left for the second term's work.

Much practice in sight reading is required and the pupils read, out of class, the Classics used in the upper grades of the Practice School, and tell them in story form before the class.

SECOND TERM.

I. Two Shakespearean plays, one a tragedy the other a comedy, are studied in the manner indicated in the work of the two-year course.

At the close of the term these plays are given by the class.

II. The work in physical culture and voice is conducted by members of the class under the direction and criticism of the teacher.

III. Since in teaching much depends upon the teacher's ability to criticise in a suggestive and helpful way, pupils are given practice in this and their criticisms are subject to the criticism of the teacher.

IV. Illustrative lessons with different grades are given before the class and afterward discussed freely by the class.

Before the pupil is ready to leave this subject he should be able to read well, AT SIGHT any standard piece of literature.

ARITHMETIC.

FIRST TERM.

I. Number as measured quantity.
  1. Unit of measure.
  2. The measuring process.
  3. Relation of counting to measuring.

II. Number expressed.
  1. Decimal system compared to the Roman system.
  2. Practice in expressing number.

III. Number operations.
  A. Integers.
    1. Showing how the fundamental operations grow out of counting.
    2. A comparative study of the fundamental operations.
    3. A critical study of the definitions and principles.

4. A careful study of the difficulties which the child encounters in learning the fundamental operations, grading them, and arranging them in the best order for presentation.
5. Making series of carefully graded problems for use in teaching.
6. Observation and criticism of class work in which these problems are tested.

B. Fractions. (Common).

1. Extension of the idea of measuring.
2. A further extension of the ratio idea of number.
3. A clear distinction between the fractional expression and the fractional number.
4. The principles of fractions illustrated and discussed.
5. Application of these principles to reduction of fractions.
6. Application of the principles and laws of the fundamental operations of integers to these operations with fractions.
7. Special phases of multiplication and division of fractions.

C. Fractions. (Decimal).

1. The relation of decimal fractions to the decimal system.
2. Comparison with common fractions.
3. Application of principles already studied.

Text: New Advanced Arithmetic.—Cook & Cropsey.

SECOND TERM.

APPLIED ARITHMETIC.

I. Denominate Numbers.
  1. Measurement of space.
    (a) Length.
    (b) Surface.
      (a') Papering, carpeting, etc.
      (b') United States Land Survey.
    (c) Solid.
      (a') Wood, stone, etc.
      (b') Measures of capacity. (Comparison of liquid and dry measure.)
      (c') Lumber measure.
  2. Avoirdupois weight.
  3. Time—The Calendar—"Standard Time."
  4. Circular measure.
  5. Relation of longitude and time.
  6. A brief study of the derivation of the standard units of measure.

II. Percentage.
  1. Relation to decimals and to common fractions.
  2. The three fundamental problems of percentage. Rigorous analysis.
  3. In beginning the subject of percentage what difficulties is the teacher likely to encounter.
  4. Applications of percentage.
    (a) Loss and Gain.
    (b) Commercial Discount.
    (c) Commission.
    (d) Stocks. (Full treatment of the organization and working of a stock company.)
    (e) Interest.
    (f) Bank Discount.

III. Powers and Roots.

IV. Mensuration.

1. Plane figures,—Quadrilaterals, triangles, and circles.
2. Solids.—Rectangular prism, cylinder, cone, pyramid, sphere, frustum.
3. Application to practical problems. All mere mathematical puzzles are avoided.

GEOGRAPHY.

FIRST TERM.

Study of home geography to be used as a type.

I. Kishwaukee Creek.

River, river basin, different stages of river development, divides, lakes, falls, gorges, canyons, flood plains, deltas, etc.

Relation to the economics of the earth.

Relation of rain to the underground streams, springs, wells, geysers, etc.

Importance of valley for transportation and settlement.

Method.

Field trips upon the campus to study Kishwaukee creek and tributaries.

A visit to the tower to study the relief of the surrounding country.

Model (sand, clay, etc.) made of campus to show relief.

Diagram of DeKalb to indicate direction and position.

Cross sections and drawings of different features of the creek.

Blackboard illustrations of creek and tributaries, lakes, hills, etc.

Field trips with children of grade III.

Illustrative lessons with the children, developing features of the campus.

II. Soil of DeKalb.

Waste of land; different kinds of soil—sand gravel, clay, loam.

Economic value of each.

Forms assumed by the waste of land on the way to the sea; talus slopes, alluvial fans, lake plains, flood plains, glacial drifts, etc.

Dependence of animal and plant life upon rock waste.

Method.

Collection of different kinds of soil found upon the campus, noting its position.

Study composition, texture, origin, fertility.

Different uses made of each developed with the children.

Example—clay.

Necessity for dishes, adaptability of clay—moulding of clay—baking, decorating, etc.

Origin of clay.—Uses—brick, tile, moulding, dishes, etc.

Collections made of articles made of clay.

Children mould with clay some dish or article in the collection.

This work is closely related to the Science work where the fertility of each kind of soil is tested.

Associate the study of loam with the plant life found with it.

III. Climate of DeKalb.

Factors that affect climate.

1. Latitude.
   Definition, parallels, meridians, apparent movement of the sun, belts of heat, direct and oblique rays of sun.
2. Distance from the sea.
   Effect of heat upon land and water masses; position of land masses of the earth. Size and shape of the earth.
3. Topography.
   Relief of North America.
   Situation of DeKalb in broad plain; contrast temperature of plain with mountain.
4. Prevailing wind and rainfall.
   Atmosphere—composition, extent, movement,

pressure. Wind belts, calm belts, rainy belts, belts of low pressure, relation to rotation of the earth and apparent movement of the sun.

Methods.

Parallels, meridians, latitude, longitude, developed with globe and marginal study of maps.

Observations made of the sun's arc inscribed in the heavens; effect of direct and indirect rays noticed.

Charts showing circle of illuminations at different seasons.

Study of weather map and diagrams indicating directions of wind.

Effect of temperature upon moisture; rain, hail, snow, dew, frost, vapor, ice, etc.

Simple experiments in condensation and expansion of water.

Relief map made of North America.

Rainfall of DeKalb developed.

Rainfall of different regions studied.

Relation of rainfall to prevailing winds and topography.

Effect of climate upon plant and animal life.

SECOND TERM.

IV. Productions of Northern Illinois.

1. Corn.

Locate corn belt of U. S.; relation to soil and climate; amount raised; value; corn products; history of the corn plant; corn regions of the world; feeding stock; corn markets; Exportation.

Methods.

Illustrative lessons developing the planting, care, harvesting.

Different machines used illustrated and explained.

Drawings of the corn plant made and each part studied.

Collections made of the different corn products and uses developed.

Corn belt of the U. S. located upon the map.
History of the corn plant.
Feeding of corn to stock.

2. Stock.

Kinds; regions adapted—(food–temperature–rainfall); locate regions in U. S.; regions of the world; dairy products; making, shipping.
Leather, process of tanning, animals used, kinds of leather, uses.
Manufacturing—shipping—commercial centers.
Methods.
Visit stock farm with children.
Illustrative lessons developing the raising of stock, making and shipping of products.
Visit Shoe Factory.
Develop animals used for leather; processes of tanning, cutting and making of shoes.
Children cut patterns of different parts of the shoe.
Samples of different kinds of leather collected.
Pictures shown of animals not familiar, if hides are used for leather.

3. Forests.

Associate the trees with the streams at DeKalb.
Soil and rainfall necessary.
Forest regions of United States.
Kinds of trees. Uses. Process of converting trees into lumber.
Shipping—commercial centers.
Forest regions of the world.
Method.
Visit woods with children; study different kinds of trees.
Visit lumber yard, etc.
Develop process of converting trees into lumber.
Children draw pictures of forests, log camps, etc.
Develop uses made of lumber.
Pictures shown of trees not familiar to the children.

Age, size, and beauty of trees, developed.
Government's care of trees.

V. Chicago.

Largest city in Illinois; commercial center of United States; situation; size; geological history; surface; climate; soil; history of population; commercial interests; transportation (drainage canal, Great Lakes. railroads); manufacturing (farming implements, car works, furniture, packing houses, etc.)
Public parks and history of statues.
Location of buildings. Lives of noted men.
Methods.
Relief map of Central States showing geographical position of Chicago.
Transportation map indicating water routes and railroads.
History of the Drainage Canal; geological history; size, extent, expense, use.
Relation of lake to city. (Temperature, rainfall, water supply, transportation, fisheries, beauty, pleasures, etc.)
Historical events (Old Fort Dearborn, Indian Massacre, Fire, Hay Market Riot, World's Fair, Etc.)
Pictures and blackboard illustrations.
Exports and imports.
America's new possessions; position, size, productions, commercial routes.

PHYSICS.

The work in Physics and Chemistry in the Freshman year is based upon an outline prepared for Science teaching in the grades, and consists not in the study of the subject-matter only, but of the manner of presentation also. No text-book is used, but, the class are required to keep careful notes of the work. The subjects are approached inductively so far as may be, and while less ground is covered by this than by the more usual text-book method, it is believed that the student gets more quickly and more thoroughly into the genuine scientific spirit than he otherwise would.

From time to time classes from the Practice School are brought before the class and given typical lessons or series of lessons, and thus the Normal School students are kept closely in touch, at the outset, with the children.

FALL TERM.

1. The lever and other simple machines studied *per se* and also as parts of completed machines; including a visit to some factory to see machinery in operation. Treated from the fourth grade point of view.

2. Study of the atmosphere; weighing the air, detecting atmospheric pressure, measuring the same; barometric variation; expansibility and compressibility; practical applications. Study of pumps, the siphon, and hydraulic press. As planned for fifth grade.

3. Study of light as intended for sixth grade. Shadows, to develop the idea of rectilinear propagation. Formation of images through small apertures. Photometry, using the shadow photometer. Study of reflection to develop the law of reflection; plane mirrors. Dispersion. Refraction of sodium light by a a prism; refraction by water; lenses.

The telescope; the eye, defects and remedies; the camera.

WINTER TERM.

1. Heat, as outlined for the seventh grade. Expansion, of liquids, solids and gases, the thermometer; convection, conduction, radiation; evaporation, condensation, distillation; heat as a motive power, Lord Worcester's "engine," the modern steam engine.

2. Magnetism. Polarity and law of magnets. Magnetic figures and lines of force. Magnetic dip and terrestrial magnetism. Induced magnetism and the electro-magnet.

3. Electricity. Making a simple cell, and study of one or two types of cells, as the gravity and LeClanche; polarization of cells. The effect on a magnetic needle of holding near it a wire

carrying current; development of the galvanometer, and its use. Heating and light giving effects of a current; the incandescent and the arc light. Study of the motor, dynamo, telephone, and telegraph. Eighth grade.

CHEMISTRY.

1. Chemistry of burning. Study of a candle as regards drafts and products of combustion. Similarly study the lamp, stove, and furnace. Study of matches; the burning of sulphur and phosphorus. The safety lamp and fire-damp.

2. Chemistry of the air. Oxygen, nitrogen, water vapor and carbon dioxide as constituents; preparation and properties of each. Oxidation in animals and deoxidation in plants. Purity of air; Ventilation.

3. Chemistry of water. Its composition, its production by the burning of hydrogen. Electrolysis of water. Tests of drinking-water for hardness, sediment, organic matter. Water in the body and in plants.

4. Chemistry of cleaning. Solvents for grease, paint, etc.; removal of dust. Soap and its manufacture.

PEDAGOGY.

The work of the first five weeks will be mainly historical in its character, for the purpose of discovering some of the main influences that have resulted in present educational conditions. The remaining eight weeks will be devoted to the study of The Recitation.

DRAWING.

Two lessons each week, six terms.

FIRST YEAR.

FIRST TERM—(24. lessons.)

Study of flowers, fruits, vegetables, trees.
Principles of perspective in cylindric and rectangular objects.

SECOND TERM—(24 lessons.)
Study of groups of objects.
Light and shade.

Construction—working drawings, patterns, constructive designs.

THIRD TERM—(24 lessons.)

Composition in connection with construction, Representation, and Decoration.

Use of brush and ink and brush and color.

Flowers, sprays of leaves, etc.

Out door sketching.

SECOND YEAR.

FIRST TERM—(24 lessons.)

Continued study of form in light and shade with pencil, pen and ink, and color.

Blackboard sketching.

SECOND TERM—(24 lessons.)

Sketching from figure pose and use of pose in composition.

History of art—Egyptian, Greek and Roman periods, Modern art.

Study of pictures in grades.

THIRD TERM—(24 lessons.)

Methods—primary and grammar grades—Use of material, books, etc.

Water color—out-door sketching.

LATIN.

SEE OUTLINE FOR FOUR-YEAR COURSE.

ENGLISH GRAMMAR.

The work in English Grammar for the three-year course covers the same ground as that for the two year course; however, since two terms are devoted to it by the three-year pupils, a more detailed study of the subject is possible. The work is done inductively; that is, the sentence is the basis, and from it is gathered and classified the material of which the science called English Grammar is composed. The thought must be seen back of the sentence before this is possible.

Much attention is given to methods of presentation in the grades, through discussion in the class-room and actual work with the children of the Practice School. An important feature of the work is the examination of text-books in Grammar, both for the purpose of acquiring skill in interpreting authors and to judge of the merits of the book for use in the grades.

It will be observed that Latin is offered as an elective in the three year course. The object in this is not, primarily, to introduce a culture study; it is rather to offer opportunity for further strengthening in English. The advantage of the study of an inflected language, such as Latin, is twofold; first, one gains an insight into grammatical relations that can scarcely be attained from any other source; second, it not only offers opportunity for, but demands fine destinctions in both thought and expression. For outline of course see the statement of course in Latin.

The work in English Grammar for the three-year course is outlined as follows:

FIRST TERM.

I. Study of the sentence as a whole.
   1. The universal form of the sentence as governed by the nature of the thought.
   2. Sentences classified (1) on basis of purpose of utterance, (2) on basis of form as determined by the form of the thought expressed.

II. The three elements of the sentence; the characteristic word in each and how modified.

III. The material of which the sentence is composed classified under (1) substantive words, (2) attributive words, (3) relational words, (4) form and feeling words. The uses and modifiers of each.

SECOND TERM.

IV. Parts of speech. Subdivisions of general classes of words; properties; inflexional forms.

HISTORY.

For the three-year and four-year courses, the preparation presupposed is not as extensive as for the two-year course. Therefore, three terms of history are provided for students in the first mentioned courses.

The first term is devoted to a study of American history. Instead of a general survey of the whole field of our history, a limited number of topics is selected. Those typical in their character and those which, grouped together, give a view of great movements or important phases of our history, are the ones chosen. The great purpose of the term's work is not the acquisition of new facts, but rather the power to interpret facts. Keen interpretative ability is regarded as a fundamental of method.

The work of the other terms is substantially the same as that in the two-year course.

ALGEBRA.

This course is intended for students who have had but limited training in algebra. The attempt is made to make a natural transition from arithmetic to algebra in respect to notation, principles, fundamental operations, and processes of solution of problems. Every effort is made to prevent the student from conceiving the algebraic operations as simply clever tricks. He is early taught to make sharp distinction between illustration and demonstration of mathematical truth, and is thus led into an appreciation of the exactness and rigor of the science.

FIRST TERM.

1. Algebraic notation.
2. The four fundamental operations.
3. Positive and negative numbers.
4. Factoring.
5. Common factors and multiples
6. Fractions.

(Chapters I—IX.)

TEXT: Wentworth's New School Algebra

SECOND TERM.

1. Discussion of the nature and importance of the Equation,—"the grand instrument of mathematical investigation;" explanation of the distinct steps in the various transformations of the Equation, tracing each step to the axiom upon which it rests.

2. Problems in fractional equations.
3. Comparison of the methods of elimination; problems; discussion of problems.

(Chapters X—XII.)

4. Involution and evolution; Application of Newton's Binomial Theorem to the extracting of the square and the cube roots of numbers.

(Chapter XV.)

5. Theory of exponents; Radical expression.

(Chapters XVI—XVII.)

6. Quadratic equations, accompanied by demonstrations of the various methods of solving an affected quadratic equation; the character of the roots; relation of roots and coefficients; problems.
7. Ratio, Proportion, Variation.

(Chapters XIX—XXI.)

MUSIC.

SEE TWO-YEAR COURSE.

BIOLOGY.

The four consecutive terms of biological study permit fuller consideration of many topics which are only touched upon in the shorter course. Laboratory exercises replace demonstrations, many additional subjects are treated, and more illustrative lessons are taught to classes from the Practice School. That the course in this subject includes two spring terms is of peculiar advantage to those who desire a more intimate acquaintance with the great variety of material at this growing time of the year. During each spring term a "nature diary" is kept, including bird calendar and flower calendar.

SPRING TERM.

1. Seeds and seedlings,—morphology and physiology. Experiments on seedlings; influence of light, darkness, moisture, temperature, gravitation, food supply, and soil. Garden-making. Practical work that can be reproduced in any grade. (3 weeks).

2. The plant as related to moisture. Experiments in root pressure, osmosis turgidity, and transpiration. Study of root hairs, stem sections, and stomata. (2 weeks).

3. Trillium, as a type of flowering plant. Apple blossoms, in comparison with flower of Trillium. (1 week).

4. Tadpole and frog. Developmental stages. Dissection of the frog. Comparative study of Amphibia. Problems of Embryology, Metamorphosis, and Classification. (3 weeks.)

5. Birds. (3 weeks.)

FALL AND WINTER TERMS. (SECOND YEAR.)

Practically the same as in the Two-Year Course.

SPRING TERM. (SECOND YEAR.)

1. Buds and branches. Phyllotaxy. Tree Skeletons. Tree blossoms.
2. Earthworm.
3. Fungi and Lichens. Yeast, Bacteria. Moulds, Mushroom, etc.
4. Algae. Pleurococcus, Brook Silk, Green Felt, Cladophora, and water Net.
5. Mosses.
6. Ferns.
7. Roots, stems, leaves and flowers.
8. Analysis of flowering plants; familiarity with a few leading families, with small herbarium required.
9. Pine tree. Evergreen trees.
10. Insects.
11. Interrelations of flowers and insects.

PSYCHOLOGY.

SEE TWO-YEAR COURSE.

RHETORIC.

Twelve weeks, forty-eight recitations.

The course includes a study of the (1.) characteristics of the typical forms of discourse; (2) the qualities of style; (3) the principles of unity, coherence, and emphasis, in the sentence, the paragraph, and the whole composition.

The theme work will consist of studies in reproducing from memory, in developing from outlines, in summarizing and paraphrasing, and in original composition. Themes will be discussed in class on certain days of each week. The instructor will hold consultation hours for individual criticism. Three short themes will be required each week, and long themes at the instructor's discretion.

LITERATURE.

See Two-Year Course.

CIVICS.

Two principal thoughts guide the work in civics. The first is that our political institutions are the result of an evolutionary process. The second is that certain fundamental principles have determined the character of our political institutions. In emphasizing and illustrating these ideas, the main facts in the structure of our government (local, state, and national) are brought out. The whole course is a practical illustration of method. Incidentally, specific methods are presented. Hinsdale's "American Government" is used as the basis of the work, but much collateral reading is done and special research is made.

GEOMETRY.

This course extends over two terms of twelve weeks each and includes plane and solid geometry. It is arranged for students who have had less than a year of work in the subject. The course follows in the main the method presented in the outline of the Two-Year course, but the additional time permits a more thorough and exhaustive study. It aims to secure logical thinking, and clear and accurate expression. The text used is Wells's Essentials of Geometry.

First Term: Plane Geometry. (Book I—IV.)

Rectilinear Figures; The Circle; Theory of Proportion; Similar Polygons; areas of Polygons.

Second Term. (Books V—IX.)

Measurement of the Circle.

Solid Geometry; Lines and planes in space; Polyedrons; The Cylinder, cone, and sphere; Measurement of the Cylinder, Cone, and Sphere.

PHYSICAL GEOGRAPHY.

I. The earth as a member of the solar system. Effect of size, form, and motions of the earth.

Latitude and longitude.

Terrestrial magnetism.

II. The Earth as a structure.

1. Atmosphere—Distribution and variation of temperature over the earth, zones and seasons; winds; special consideration of trade, westerlies, monsoons, belts of calm, regions of high and low pressure, rainy belt, storms, etc.; distribution of rainfall; weather maps; climate.

2. Hydrosphere.—Distribution and form of ocean basins; composition, temperature, and movement of ocean water; waves; their courses and consequences; their importance in modifying climate; tides; relation to lunar and solar forces; modification of oceanic tidal wave when running ashore; source, composition, and distribution of sediment on ocean floor. Economic products of the ocean.

3. Lithosphere.

Classification of land forms.

Plains, plateaus, mountains; volcanic structures; rivers and valleys; forms assumed by the waste of the land on the way to the sea; coastal lines.

Study of the different land forms in various stages of development; form, origin, climate, products, habitation.

Influence of climate on land forms.

Humid climate; arid climate; glacial climate; ice and snow; ice sheets; their great extension in the recent past; economic importance of these features in the geography of North America and Europe.

III. Geographical factors in the history of man.

Control of distribution of population; form, climate, resources, food supply, etc.

Complete submission of savage races to geographical features. Progressive subjugation of obstacles and difficulties by more intelligent races. Location and growth of cities.

EXCURSIONS—Study of geography out-doors.

Glacial topography; composition, depth, extent, economic value.

Streams and valleys, drainage, slopes, lakes, falls, flood plains, etc.

LABORATORY AND LIBRARY.

Collections of maps, models, diagrams, and photographs.

Rapid blackboard illustrations.

American geological and geographical literature.

Works of travel and periodicals.

OBSERVATION AND TEACHING.

SEE TWO-YEAR COURSE.

PHYSICS.

WINTER TERM.

HEAT—Methods of transfer of heat, measurement of temperature, effects of heat, calorimetry, the nature of heat, the steam engine.

LIGHT—Evidence that light travels in straight lines; speed of light; laws of reflection and refraction of light; lenses; optical instruments.

MAGNETISM AND ELECTRICITY—Natural magnets; the compass; law of magnets; the earth as a magnet; magnetic induction. Static electricity, conductors and nonconductors; positive and negative electrification; electro-static induction; lightning rods.

ELECTRIC CURRENTS—Methods of producing; the four properties of the electric current—chemical, thermal, magnetic, electro-dynamic.

LABORATORY WORK—Calibration of thermometers; coefficient of expansion of water and of iron; Law of Charles; determination of specific heat and of heat of fusion. Law of reflection of light;

indices of refraction; focal lengths of lenses and mirrors. Mapping a magnetic field. Measurement of resistance, electro-motive force and current, using the galvanometer, Wheatstone bridge, etc.

CHEMISTRY.

The work in chemistry is largely laboratory work, sometimes preceded and sometimes succeeded by discussion in the recitation room. A thorough course in chemistry can hardly be given in one term, and the effort is rather to give the student an insight into chemical methods and philosophy than to give a large amount of information concerning what reactions take place. Included in the course are the following: A partial analysis of air: a strict and quantitative analysis of water; a study of sodium hydrate to learn at first hand what its constituents are; acids, bases, and salts and their relations; the determination of the atomic weight of zinc and of sodium; Avagadro's law and the law of specific heats; electrolysis and dissociation.

PHILOSOPHY OF EDUCATION.

See Two-Year Course.

A thesis on an educational subject is required of all candidates for graduation.

The Four-Year Course.

First Term.

Latin Grammar and Reader 5, Geography 4, Science 4, Pedagogy 4, Arithmetic 4.

Second Term.

Latin Grammar and easy reading 5, English Grammar 4, Arithmetic 4, Science 4, Reading 4.

Third Term.

Cæsar and composition 5, History 4, Algebra 4, Science 4, Reading 4.

Fourth Term.

Cæsar and Composition 5, Algebra 4, Science 4, Rhetoric 4, Drawing 2.

Fifth Term.

Cæsar 5, Science 4, Geometry 4, Literature 4, Drawing 2.

Sixth Term.

Cicero and Composition 5, Literature 4, Science 4, Geometry 4, Drawing 2.

Seventh Term.

Cicero and Composition 5, History 4, German or Greek 5, Psychology and Pedagogy 4, Drawing 2.

Eighth Term.

Ovid 5, German or Greek 5, Psychology and Pedagogy 4, Civics or Political Economy 4, Drawing 2.

Ninth Term.

Vergil 5, German or Greek 5, Psychology and Pedagogy 4, Literature or Physical Geography 4, Drawing 2.

Tenth Term.

Vergil or Physics 5, German or Greek 5, Observation and Teaching 10.

Eleventh Term.

Livy or Physics 5, German or Greek 5, Observation and Teaching 10.

Twelfth Term.

Philosophy of Education 5, German, or Greek, or Chemistry 5, Observation and Teaching 10.

A thesis is required as in the other courses.

LANGUAGE—In The Four-Year Course.

English Grammar.

The work in Geography and English Grammar is the same as that for the two-year course. The pedagogy, arithmetic, and science are the same as that of the three-year course.

Latin, German, and Greek.

The prospective teacher will find the study of Latin, German, and Greek of advantage to him in various ways. The culture value of such study need not be dwelt upon; one can scarcely read the literature in these languages without imbibing some of the sturdy spirit of the Roman warrior and the artistic sense of the Greek or German orator and poet. In addition to this, a knowledge of an inflected language renders material assistance to the student of English grammar by imparting an insight into the structure of language in general which makes clear many hard points in his own. It gives him a knowledge of the WHY which aids in a mastery of the established principles of English grammar, and robs the discovery that authorities are sometimes at variance of much of its terror by giving him a broader basis on which to form an opinion. A careful study is made of the relations of these languages to English and to one another both in structure and vocabulary.

A course in comparative Etymology and Syntax is offered each winter term as an option with the work of the same term in fourth year Latin, or Greek, or German of the second year. It may be substituted for only one of these three branches.

LATIN.—FIRST YEAR.

FIRST TERM—Study of inflectional forms and simpler constructions, with constant drill in vocabulary and comparison of Latin and English modes of expression. Careful attention is given to quantity of vowels.

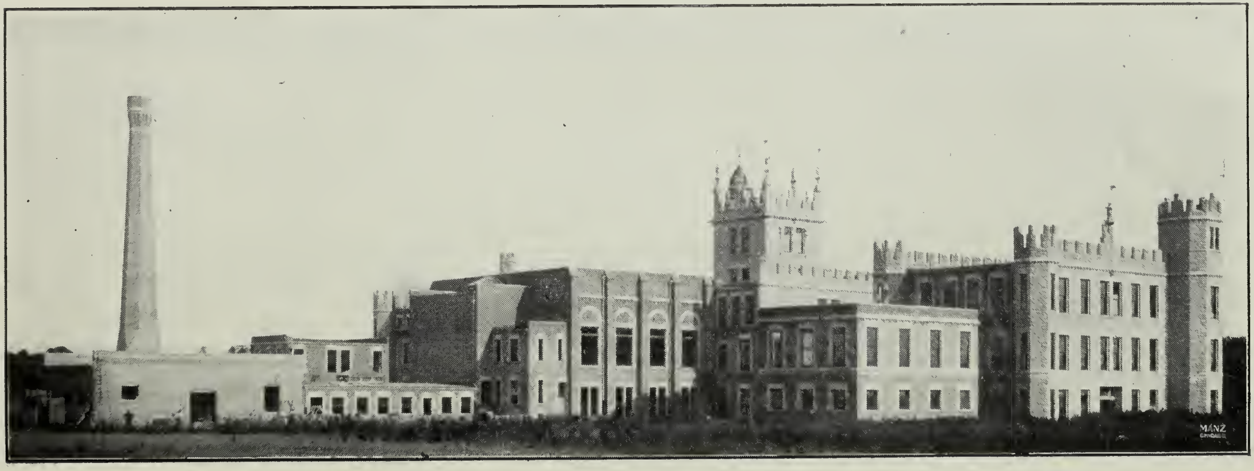
SECOND TERM.—Further study of forms and constructions, and reading of easy Latin. Reading of Latin aloud intelligently.

THIRD TERM.—Cæsar's Commentaries, Book II, Chapters I—XI, with Prose Composition based on the same. A ready use of forms and knowledge of constructions used, an appreciation of Latin word arrangement, and smooth English insisted upon.

SECOND YEAR.

FIRST TERM.—Cæsar; the remainder of second book and first book, with Composition.

SECOND TERM.—Cæsar, Books III and IV; also, either selections from other books of Cæsar or selections from Sallust's Cataline.


MANZ
CHICAGO

THIRD TERM.—Cicero, Orations against Cataline I—III, with Prose Composition and a careful study of historical setting, argumentation, and literary style.

THIRD YEAR.

FIRST TERM.—Cicero, Fourth Oration against Cataline, Archias, and Manilian Law, or equivalents; Prose Composition.

SECOND TERM.—Ovid; with study of poetic constructions, mythology, and scansion.

THIRD TERM.—Virgil's Aeneid, Books I—IV; studied from a literary standpoint; much attention paid to narrative, mythology, and scansion.

FOURTH YEAR.

FIRST TERM.—Virgil's Aeneid, Books V and VI (six weeks) and Horace's Odes (six weeks); Horace's meters studied, and an effort made to catch the spirit of his poems; parallels found in English literature; some of the shorter odes committed.

SECOND TERM.—Selected reading in Latin, whose purpose is to give a more comprehensive view of Latin literature; or

Work in Comparative Etymology, including a brief study of the history of the English language and its relation to the Latin, Greek, German, and other languages.

GERMAN.—FIRST YEAR.

FIRST TERM.—Study of principles of German Grammar, with much practice in pronunciation, reading, and speaking; reading of easy prose and poetry.

SECOND TERM.—Further study of Grammar; conversation and oral reproduction of easy stories; memorizing of several good short poems; reading and translation of Leander's Traumerei and Storm's Immensee, or equivalents.

THIRD TERM.—Grammar and Composition (once a week); critical study of Schiller's Wilhelm Tell or equivalent, with supplementary reading as time allows.

SECOND YEAR.

Critical study of the works of classical and modern authors.

The reading will change from term to term to meet the needs of the students.

The following are suggested:

Schiller's Jungfrau von Orleans.
" Lied von der Glocke.
Lessing's Minna von Barnhelm.
Goethe's Hermann und Dorothea.
Goethe's Iphigenie.
Heine's Harzreise.
Lessing's Nathan der Weise.
Schiller's Wallenstein, Parts I and II.

Composition once a week.

For the work of the winter term of the second year, work in Comparative Etymology may be substitued.

GREEK.—FIRST YEAR.

FIRST TERM.—Study of forms and constructions, with rapid oral translation of short sentences from Greek to English, and vice versa.

SECOND TERM.—Further study of forms and syntax, and reading of a portion of the first book of Xenophon's Anabasis; reading of Greek aloud, both before and after translation.

THIRD TERM.—Completion of first book of Anabasis, with much drill in Prose Composition.

SECOND YEAR.

FIRST TERM.—Second book of the Anabasis and selections from the Hellenica.

SECOND TERM.—Selections from Herodotus, with constant drill in forms of Attic dialect; Timayenis's History of Greece included as collateral reading; or

A term's work in Comparative Etymology may be substituted.

THIRD TERM.—Homer's Iliad, Books I—III, with selections from books IV, V, and VI; study of Ionic dialect; scansion; reading of entire Iliad in English, with study of literary style.

SCHOOL ORGANIZATION AND MANAGEMENT.

This course was given by Superintendent N. D. Gilbert on Saturdays. It was attended by students desiring it and by superintendents and others. It will be continued and extended in 1900-1.

During the year lecture-studies have been held weekly, at which the following topics have been discussed.

I. School Organization.

- A. Nature, scope, scheme how determined—theory of free Public Schools—relations to state and individual.
- B. Parties to School organization; taxpayers and parents; the child—conflicting interests and demands—how co-ordinated and harmonized. Board of Education—functions. Teacher; relations, equipment, spirit.

II. School Management.

How determined: Schools must shape themselves, both in conditions set up and processes conducted, conformably to demands of child's development.

1. Growing out of laws of physical nature as discovered in Physiology and applied in Hygiene and Sanitation.
2. Growing out of laws of mental nature as found in Psychology and applied in Pedagogy.
3. Growing out of laws of spiritual nature as formulated and applied in Ethics.

End: Character and capacity. "Not simply good, but good for something."

III. School Hygiene.—Shaping the school comformably to the laws of the child's physical nature.

- A. School environment—grounds—building; construction—arrangement—care.
- B. Ventilation—neccessity based on vital processes—elements of problem—physical laws involved—devices, appliances and schemes—special construction—expedients and make-shifts.

C. Lighting—Defects of vision prevalent—effects—school room causes: bad lighting, bad management, bad habits and postures. Watchcare—tests. Proper lighting: amount, distribution and arrangement of lighting area. Control of light—special construction—curtains and shades—choice, hanging and manipulation.

D. Seating—Evils of prevailing methods. Determining conditions of proper seating—model desks. Habits and postures of pupils at desks—relief measures.

E. Fatigue—nature—normal and abnormal—results—waste of effort under conditions of fatigue. School-room conditions producing fatigue—remedies. Pathological conditions producing fatigue—detection—treatment. School programme in relation to fatigue and rest.

F. Infectious and contagious diseases—conditions and sources of infection—precautions.

IV. Course of Study—Shaping the school to the laws of the child's mental nature.

A. As determined by social organization—present actualities—social ideals—problem of adjustment of individual. Content.

B. As determined by laws of mental development. Line of evolution of the course. Correlation of studies—concentration—isolation. Co-ordinate groups—sub-ordinate groups—classification by external (formal) relations—content and form studies.

Order of studies—order of developing interests—culture epochs. Educational values of various studies—intellectual, aesthetic, ethical—place in the curriculum—order and mode of development.

C. The day's program—correlation—dynamic—how made effective in unfolding of subject, in the instruction of the child—planned and incidental correlations—order of studies—conserving physical energies of children—relative fatigue of various studies.

Apportionment of time—occupation—home work, amount and character.

Rests—character and distribution.

D. The Recitation.

V. Classification and graduation of pupils—necessity—advantages and disadvantages. Basis—technical and rational.

Promotions—when? "The Lockstep of the Public School." Dangers in frequent promotions—element of time in accomplishing course of study. Promotions—how? basis—records—tests—value,—place and nature of examinations. Marking—keeping records—making reports to parents.

School Discipline.—Shaping the school conformably to the laws of the child's spiritual nature.

I. Elements of the problem.

A. General: child a developing moral being—moral notions to be formed—process: one of rational conduct, not of repressive control—constructive, based on experiences—preventive care—corrective over sight. Teacher's task: training pupils to behavior.

B. Social element:—Rise of moral notions—conduct a matter of bearing toward surroundings—adjustment to environment. "Education; organizing resources into power of conduct to fit social and physical world; organization of acquired habits of conduct and tendencies to behavior."

C. Biological elements:—"Man an organism for reacting on impressions"—re-actions, native and acquired—interrelations—bad re-action better than none—conduct a compound of impulses and inhibitions—inhibition by repression and inhibition by substitution. "Education: bringing mass of possible re-actions into rational control"!

D. Physiological elements:—health, fatigue, school and home environment as affecting conduct.

II. Moral Training, how effected.

A. School associations—community of ideals and interests—social limitations—co-operation vs. competition—democratic spirit: "Not I'm as good as you; but you're as good as I."

B. School Management (internal). School-room order —economy — standards — spirit. Pupil Government.

School atmosphere—determined by teacher—elements: orderliness — industry — clearness of understanding—good cheer—culture and refinement —sympathy—not "coddling" etc.

School-room faults; restlessness — "pottering" — whispering, etc.

School-room vices: truancy—lying—thieving—profanity and obscenity—quarrelsomeness, etc.

Punishment:—spirit—limitations—character—punishments, proper and improper—time and place.

C. School instruction. Intelligence and moral tone—moral qualities discovered and dealt with in school studies—forming moral judgments—perceiving and doing—course of study in its bearing on the will. Shaping ideals—personality of teacher—"character teaches above our wills"—value of History: admonition, inspiration; of Literature, refined discrimination. End: "That good taste which is the conscience of the mind; that conscience which is the good taste of the soul."

COURSE OF STUDY IN THE GRADES.

The Course of Study in the eight Grades is now under revision and a full outline of work will be published later.

Only a series of brief statements will be made in regard to the general character of the work.

The reading exercises extend through all the grades requiring a full period of recitation each day, and in primary grades still more.

The oral treatment of stories in the three primary grades is designed as a preparation for the reading exercises of those grades.

The regular reading materials are confined as much as possible to the standard classics.

In the first three grades construction work is employed. Measuring and cutting give opportunity for incidental number work.

The regular number work begins at the end of the second year and continues through the eighth grade.

The nature study lessons begin in the first grade and are carried on systematically through all the grades. Excursions and collections of objects are planned to form the basis of all this work.

The geography begins with excursions and home geography in the third grade and extends at present through the eighth grade.

American History begins with history-stories and pioneer biography in the fourth grade and continues into the more systematic and chronological work of the seventh and eighth grades.

Writing and drawing are carried on in all the grades: the use of drawing for expression in all the studies being also encouraged.

The language and spelling lessons are derived mainly from other studies but are given regular periods of recitation time in most of the grades.

Grammar is taken up in the seventh and eighth grades and given full and complete treatment.

Songs and musical exercises vary the work of the schools, but no full course in music has yet been planned.

STUDENT ORGANIZATIONS.

1. The Ellwood Literary Society. Meetings on Saturday evenings.

2. The Glidden Literary Society. Meetings on Saturday evenings.

3. The Ionian Society. Membership is limited to the women of the faculty and student body. The members are divided into the following groups:

The Art Section.
The Magazine Section.
Chalk Modeling and Illustrative Drawing.
The Literary Section.
The Music Section.
The Travel Club.
Current News Section.

The work of each group is under the directions of a competent leader.

4. Young Men's Christian Association.

5. Young Women's Christian Association.

6. The Camera Club.

ATHLETIC ORGANIZATIONS.

1. The Ellwood Basket Ball Team.
2. The Glidden Basket Ball Team.
3. The Foot Ball Team.
4. The Base Ball Team.

MUSICAL ORGANIZATIONS.

1. The Young Women's Glee Club.
2. The Young Men's Glee Club.
3. The Mandolin Club.
4. The Band.

"THE NORTHERN ILLINOIS."

"The Northern Illinois" is a monthly magazine, published in the interests of the school, and is under the immediate management of a Board of Directors selected by the student body.

CALENDAR.

The fall term begins Monday, September 24, and closes Thursday, December 20.

Winter vacation from December 20 to December 31.

The winter term begins Monday, December 31 and closes Thursday, March 21.

Spring vacation from March 21 to April 1.

The spring term begins Monday, April 1, and closes Wednesday, June 19.

Annual Commencement Thursday, June 20.

The Summer Term of five weeks begins Monday, June 24 and closes, Friday, July 26.

The fall term begins Monday, September 23, 1901.

PUPIL TEACHERS.

The following named persons have taught three full terms in the Practice School, during the past year, and have been judged successful in their teaching work.

A term's work is understood as the teaching of a class one hour daily for twelve weeks.

Bush, Minnie
Flentje, Lewis E.
Gallagher, Margaret
Hamm, Grace
Huber, Crescenta
Johnston, Winifred
King, Willard E.
Lee, Grace
Martin, Lida C.
Mitchell, Elizabeth
Sweeney, Joanna
White, Adda

The following named persons have taught two full terms in the Practice School this year:

Beverly, Rhoda
Bertram, Jennie
Capron, Blanche
Chamberlain, Linnie
Cody, Mary E.
Cornell, Edward M.
Daehler, Elizabeth
Davenport, Grace
Dobbin, Anna M.
Doolittle, Elnora
Ferris, Birdie
Gagin, Mary
Gardner, Bessie
Hamel, Cecilia
Hausen, Minnie
Johnson, Amy
McMillan, Helen
Mellander, Esther
Olsen, Edna M.
Paulsen, Charlotte
Patten, Elizabeth
Parker, Capitola
Phillips, Eugene M.
Poust, Roy
Scott, Clara L.
Spence, Olive
Thorn, Mabel E.

The following named persons have taught one term in the Practice School this year.

Baker, Lou
Banks, Eleanor
Brainard, Ethelyn
Carpenter, Bertha
Crapser, Jessamine
Duncan, Howard
Lowman, Charles
McCrea, Ida H.
McGay, Mary
Mize, Roy
Murtfeldt, Minnie
Myers, Nettie

Dunning, Jessie M.
Hartman, Maud
Hennings, Stella Alice
Hobbs, Grace
Hopkins, Alice K.
Hunt, Olive G.
Johonnott, Nellie J.
Jordan, Ethel
Jordan, Estella M.
Kremer, Carrie
Kemler, Minnie
Little, Rita
Love, Fred
Love, Zuella
Newcomer, Lela
Nichols, Edgar
Obye, Katharine
Phalen, Irene
Phillips, Ethel
Ragland, L. W.
Ryan, Minerva
Richardson, Miriam
Stuart, Alta
Stone, Bessie
Tischhouser, Rosa M.
Watson, Edith M.
Walz, Irma
Wright, Ivy S.

STUDENTS.

I. SPECIAL STUDENTS.

NAME.	COUNTY.	TOWN.
Pohl, Minnie Henrietta	Winnebago	Belvidere
Root, Mary Maud	Cook	Chicago
Taylor, Florence L.	Stephenson	Lena

II. SENIORS.

NAME.	COUNTY.	TOWN.
Bertram, Jennie Campbell	Kendall	Bristol
Bush, Minnie M.	Will	Joliet
Chamberlain, Linnie	Whiteside	Erie
Clark, Samuel C.	Cook	(DeKalb)
Flentje, Lewis Edwin	Macoupin	Palmyra
Gallagher, Margaret Ann	Whiteside	Sterling
Hamel, Cecilia	La Salle	La Salle
Hamm, Eva Grace	(Pennsylvania)	Beaver Falls
Hausen, Minnie Adella	Lee	Franklin Grove
Johnston, J. Winnifred	Cook	Oak Park
Martin, Lida Chenoweth	Macon	Decatur
Mitchell, Elizabeth J. H.	Cook	Austin
Mize, Addison Roy	Madison	Hamel
Patten, Mary Leone	DeKalb	DeKalb
Sweeney, Joanna R.	Lake	Fort Sheridan

III. STUDENTS WHO HAVE FINISHED ONE YEAR'S WORK OR MORE IN THE TWO-YEAR COURSE.

Banks, Eleanor H.	Kane	Elgin
Bennett, Frank	DeKalb	Cortland
Beverly, May	Kane	Aurora
Carpenter, Bertha E.	Kendall	Plano
Cody, Mary Elizabeth	Kane	Aurora
DeYoung, Richard Gerritt	Cook	Chicago
Dunning, Jessie Margaret	Kane	Aurora
Ekdal, Rhoda Nellie	Whiteside	Union Grove
Gardner, Bessie Myrtle	Kane	Aurora
Hatch, Hattie Estella	Du Page	Lisle
Huber, Crescenta	La Salle	La Salle
Johnson, Amy Josephine F.	Winnebago	Rockford
Lascelles, Ida Belle	Boone	Capron
Little, Rita Quick	Kane	Aurora
Lloyd, William Riley	Cook	Chicago
Lowman, Charles Elliott	Carroll	Lanark
MacMillan, Helen	Cook	Chicago
Mellander, Esther	Kane	Elgin
Meyer, Julia Edna	DeKalb	Kirkland
Obye, Katharine Helen	Joe Daviess	Galena
Olsen, Edna Mae	Kane	Elgin
Paulsen, Charlotte	Cook	Austin
Ragland, Lewis Washington	McLean	Belleflower
Richardson, Miriam Daisy	McHenry	Marengo
Scott, Clara Leah	Rock Island	Moline
Spence, Olive Anna	Cook	Oak Park
Taylor, Elizabeth	Whiteside	Morrison
Thorn, Mabel Elizabeth	Kane	Elgin
Walz, Irma	Stephenson	Freeport

IV. STUDENTS WHO HAVE FINISHED TWO TERMS' WORK BUT NOT THREE IN THE TWO-YEAR COURSE.

Brock, Agnes	DeKalb	DeKalb
Capron, Blanche Munson	Stephenson	Freeport
Coleman, Maude Anna	DeKalb	Sandwich
Cresswell, Emma	Jo Daviess	Galena

Doolittle, Elnora Angelina	Kane	Aurora
Dwyer, Nellie Cecilia	Kane	Huntley
Duffey, Margaret Laura	DeKalb	DeKalb
Ferris, Birdie	Whiteside	Rock Falls
Hatch, Rose Louise	Du Page	Lisle
Hennings, Stella Alice	Kane	Dundee
Johnson, Violet	Winnebago	Rockford
Kemler, Minnie	Kane	Elgin
McBride, Charlotte	Lake	Rockefeller
Murtfeldt, Minnie Augusta	Winnebago	Rockford
Parker, Capitola	Kendall	Plano
Phalen, Irene Anastatia	McHenry	Harvard
Pundt, Wilhelmina Jane	Kane	Carpentersville

V. STUDENTS WHO HAVE COMPLETED LESS THAN TWO TERMS' WORK IN THE TWO-YEAR COURSE.

Albert, Mary	Jo Daviess,	Galena
Birdsall, Edith	Ogle	Rochelle
Brainard, Ethlyn	Cook	Chicago
Clarke, Alta B	Will	(DeKalb)
Dumser, Blanche	Kane	Elgin
Gilpatrick, Mabel Ethel	Kendall	Plano
Hartman, Maude Ethel	Carroll	Mt. Carroll
Hobbs, Grace	Kane	Aurora
Kelley, Frances Elizabeth	Kane	Batavia
Kelly, May Irene	Kane	Elgin
Larsen, Nettie Caroline	Kane	Batavia
Linnell, Bertha Leora	Boone	Belvidere
McGay, Mary Sloane	Cook	Oak Park
McLaughlin, Mattie May	LaSalle	Troy Grove
Nelson, Sena C.	(Iowa)	Cherokee
Renner, Edwin T	Carroll	Lanark
Reynolds, Callie Eugene	Lake	Waukegan
Scott, Gertrude Lillian	Kane	Aurora
Sullivan, Mary Helen	Kane	Maple Park
* Sunderland, Cora May	Carroll	Milledgeville
Wright, Ivy Stuart	Kane	Aurora

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*Paid tuition in full since leaving school.

VI. STUDENTS WHO HAVE COMPLETED TWO YEARS' WORK OR MORE IN THE THREE-YEAR COURSE.

Baker, Lou	McLean	Downs
Cornell, Edward Mayburry	Kane	Aurora
Dobbin, Anna Mercy	Kane	Aurora
Johonnott, Nellie Josephine	McHenry	Richmond
King, Willard E,	Kane	Batavia
Lee, Eva Grace	La Salle	Triumph
McCrea, Ida H.	Ogle	Creston
Nichols, Edgar Fremont	DeKalb	DeKalb
Watson, Edith May	Kane	Kaneville

VII. STUDENTS WHO HAVE COMPLETED ONE YEAR'S WORK OR MORE BUT NOT TWO YEARS, IN THE THREE-YEAR COURSE.

Allen, Rose Della	McHenry	Cary Station
Bergquist, Esther E.	DeKalb	DeKalb
Brundage, Kate Anna	DeKalb	Malta
Crapser, Jessamine	DeKalb	Shabbona
Daehler, Elizabeth	Carroll	Chadwick
Dunbar, Pearl Alma	Bureau	Dover
Elsesser, Mary Christina	Stephenson	Red Oak
Engstrom, Mary Elizabeth	DeKalb	DeKalb
Gagin, Mary Agnes	Whiteside	Sterling
Garrity, Anna Julia	La Salle	Triumph
Hipple, Edgar E.	DeKalb	Waterman
Hugett, Hattie Viola	Kane	Batavia
Jordan, Estella Marie	Du Page	West Chicago
Jordan, Ethel Beth	DeKalb	Cortland
Kays, Victor	Putnam	Henry
Keating, Eliazbeth Marguerite	McHenry	Huntley
Kremer, Carrie Lottie	McHenry	Union
Lenehen, Carolyne	Kankakee	Manteno
Love, Zuella Aline	DeKalb	Sycamore
Lyons, Elizabeth Ethel	Kane	Aurora
Lyons, Louise Gertrude	DeKalb	DeKalb
Madden, David Durward	Stephenson	Damascus
Myers, Nettie	Carroll	Chadwick
Patten, Elizabeth May	DeKalb	DeKalb

Phillips, Eugene M.	Stephenson	Damascus
Robertson, Genevieve	La Salle	Sheridan
Poust, Roy Merton	DeKalb	Kingston
Schulz, Emma	Kane	Hampshire
Smith, Eda Vina	Kane	Carpentersville

VIII. STUDENTS WHO HAVE COMPLETED LESS THAN A YEAR'S WORK IN THE THREE-YEAR COURSE.

Ackert, James Edward	Lee	Walton
Ackland, Elizabeth Minnie	Lee	Steward
Andrew, Lulu Mabel	Christian	Pana
Atherton, Clarence Ward	Washington	Hoyleton
Ball, Roy M.	DeKalb	Malta
Bliss, Maud Rose	Lee	Steward
Briggs, Elda Gertrude	DeKalb	Cortland
Brode, Nellie	La Salle	Mendota
Burch, Gorgiana	Winnebago	Elida
Burkard, Anna Elizabeth	Stephenson	Freeport
*Cannon, William Elza	Montgomery	Walshville
Clift, Mildred Gregory	Marshall	Henry
Coleman, Hannah	DeKalb	Malta
Cooley, Bertha E	Cook	LaGrange
Cooper, Emma Florence	Carroll	Savanna
Craigmile, Margaret Ruth	Dupage	Hinsdale
Davenport, Georgia Belle	DeKalb	Waterman
Eck, Frances Elnora	LaSalle	Troy Grove
Farr, Elsie F	Livingston	Saunemin
Ferris, Mrs. Anna O	DeKalb	Waterman
Fitzgerald, Mary Rose	DeKalb	DeKalb
Gallagher, Isabella Anna	DeKalb	DeKalb
Givins, Sanford,	DeKalb	DeKalb
Graham, Susan E	DeKalb	Victor
Gray, Mary Ellen	McHenry	Marengo
Gray, Ula Estella	McHenry	Marengo
Griffith, Katherine M.	Lee	Ashton
Gustafson, Esther	DeKalb	New Lebanon
Halsne, E. Hannah	Ogle	Creston
Hausen, Henry Warren	Lee	Franklin Grove

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* Dismissed.

Hayes, Mrs Katharine T	Whiteside	Sterling
Heeg, Eda Evalena	DeKalb	Shabbona
Hendricks, Olive Easter	Kane	Carpentersville
Hickey, Ella	DeKalb	Maple Park
Hiner, Minnie Rosiner	DeKalb	Cortland
Hiscock, Georgia Edna	Ogle	Creston
Hopkins, Alice Kathleen	(Iowa)	Wall Lake
Hunt, Olive Gertrude	Ogle	Ashton
Kappel, Lida Belle	DeKalb	Kingston
Kember, Stella	LaSalle	Serena
Kirby, Edward T	DeKalb	Malta
Landis, Lizzie May	LaSalle	Earlville
Larson, Thomas Benjamin	DeKalb	Malta
Latham, Jessie H	DeKalb	Sandwich
Leu, Ada	Carroll	Savanna
Loudenbeck, Mercedes	McHenry	Union
Love, Fred Decatur	DeKalb	Sycamore
McCord, Chloe Maude	Adams	LaPrairie
McDermott, Margaret	Ogle	Rochelle
McMahon, Anna R.	Kane	Maple Park
Morrison, Edna Geraldine	DeKalb	Sycamore
Nelson, Althea	Ogle	Rochelle
Nelson, Annie	Kane	St. Charles
Newcomer, Lela Maud	Lee	Franklin Grove
Newcomer, Walter George	Lee	Franklin Grove
Nicholson, Edith Marion	DeKalb	Shabbona
Ogden, Viola	Kane	St. Charles
O'Toole, Josephine	LaSalle	Mendota
Phillips, Louis Milton	Stephenson	Damascus
Pollard, Emma	Winnebago	Elida
Ryan, Minerva	Kane	St. Charles
Scott, Grace	Cook	La Grange
Seeley, Evabelle	(Iowa)	Storm Lake
* Steele, Mrs. Eva Marie	Stephenson	Freeport
Stephens, Kittie Belle	DeKalb	Malta
Stetzler, Loyd Livingstone	Stark	Duncan
Stone, Bessie Hutches	McHenry	Hebron

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* Paid tuition in full since leaving school.

Stoner, Howard George	Marshall	Henry
Studer, Emma	Lake	Gurnee
Sullivan, Adah Alice	Ogle	Rochelle
Sullivan, Matilda Frances	DeKalb	Esmond
Sullivan, Minerva Frances	McHenry	Woodstock
Sutherland, Luella E.	Ogle	Oregon
Swanson, Luella	Hancock	Augusta
Taylor, Katherine G.	Stephenson	Lena
Thompson, Norma Aurora	McHenry	Cary Station
Tischhouser, Rosa M.	DeKalb	Sycamore
Trottnow, Clara Ottelia	Lee	Franklin Grove
Ward, Addie	Ogle	Forreston
Whitney, Harry Harper	DeKalb	Kingston
Willey, Lily L.	DeKalb	DeKalb
Zeller, Marvin Romain	DeKalb	Malta

IX. STUDENTS WHO HAVE COMPLETED ONE YEAR'S WORK OR MORE IN THE FOUR-YEAR COURSE.

Crosby, Alice	Henry	Kewanee
Phillips, Ethel Mae	McHenry	Hebron
Stuart, Alta D.	DeKalb	Kingston
Tazewell, Edna May	DeKalb	Kingston
Warrington, Is'bel Ormiston	Lee	Steward
White, Adda May	DeKalb	Genoa

X. STUDENTS WHO HAVE COMPLETED LESS THAN ONE YEAR'S WORK IN THE FOUR-YEAR COURSE.

Davenport, Grace Lea	DeKalb	DeKalb
Duncan, Howard	DeKalb	DeKalb
Goodyear, Bertha Delphine	DeKalb	DeKalb
Lewis, Julia Belle	Ogle	Stillman Valley
Newberry, Florence Edith	Du Page	DeKalb
West, Susan Luella	DeKalb	DeKalb
Wilson, Abbie Jean	Kane	St: Charles

SUMMARY OF ATTENDANCE.

Specials	3	Two-Year Course	67
Seniors	15	Three-Year Course	120
		Four-Year Course	13
Total	218		

PRACTICE SCHOOL.

First Grade	58	Fourth Grade	32
Second Grade	35	Fifth Grade	38
Third Grade	33	Sixth Grade	51
		Seventh and Eighth	79
Total	326		
Total	544		

COUNTIES REPRESENTED—34.

Adams
Boone
Bureau
Carroll
Christian
Cook
DeKalb
DuPage
Hancock
Henry
Jo Daviess
Kane
Kankakee
Kendall
Lake
La Salle
Lee
Livingston
McHenry
McLean
Macon
Macoupin
Madison
Marshall
Montgomery
Ogle
Putnam
Rock Island
Stark
Stephenson
Washington
Whiteside
Will
Winnebago
(Iowa)
(Pennsylvania)

MANZ
CHICAGO

CAMPUS VIEW

ANNUAL CATALOGUE

...AND...

COURSE OF STUDY

OF THE

NORTHERN ILLINOIS

STATE NORMAL SCHOOL

DE KALB, ILLINOIS.

SECOND YEAR.

FOR THE ACADEMIC YEAR ENDING JUNE 20

1901

CALENDAR FOR 1901–1902.

FALL TERM.

Monday, September 23,	Enrollment and Assignment of Work.
Tuesday, September 24,	Regular Recitations begin at 8:30 a. m.
Thursday, December 19,	Term Closes at Noon.

WINTER TERM.

Monday, December 30,	Enrollment and Assignment of Work.
Tuesday, December 31,	Regular Recitations begin at 8:30 a. m.
Thursday, March 20,	Term Closes at Noon.

SPRING TERM.

Monday, March 31,	Enrollment and Assignment of Work.
Tuesday, April 1,	Regular Recitations begin at 8:30 a. m.
Wednesday, June 18,	Term Closes at Noon.
Thursday, June 19,	Annual Commencement, 9:30 a. m.

SUMMER TERM.

Monday, June 23,	Term of Five Weeks Opens at 8:45 a. m.

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BOARD OF TRUSTEES.

Hon. Adams A. Goodrich, President,	The Rookery, Chicago.
J. J. McClallen, Secretary,	Aurora.
Hon. Alfred Bayliss, Superintendent of Public Instruction, ex-officio,	Springfield.
Isaac L. Ellwood,	De Kalb.
Hon. R. S. Farrand,	Dixon.
William A. Meese,	Moline.
John H. Lewis, Treasurer,	De Kalb.

FACULTY.

John Williston Cook, A.M., LL.D.,	President and Professor of Psychology.
Charles Alexander McMurry, Ph.D.,	Director of Practice Department.
Edward Carlton Page, A.B.,	Professor of History and Geography.
John Alexander Hull Keith, A.M.,	Professor of Pedagogy and Assistant in Psychology.
Fred Lemar Charles, M.S.,	Professor of Biology.
John Albert Switzer, E.E.,	Professor of Physics and Chemistry.
Swen Franklin Parson,	Professor of Mathematics.
Newell Darrow Gilbert, A.M.,	Lecturer in School Economics.
Mary Ross Potter, A.M.,	Professor of Ancient and Modern Languages.
Sue Dorothy Hoaglin,	Professor of Reading and Elocution.
Emma Florence Stratford,	Teacher of Drawing.
Alice Cary Patten, Ph.B.,	Assistant in Ancient and Modern Languages.
Inez D. Rice, A.B.,	Assistant in Geography and History.
Anna Parmelee,	Assistant in Mathematics.
Lida Brown McMurry,	Critic Teacher, Primary Grades.
Luther A. Hatch,	Principal Practice School and Critic Teacher Fifth and Sixth Grades.
Anastacia Donohue,	Critic Teacher, Seventh and Eighth Grades.
*Elma Warwick,	Librarian.
*Grace Elizabeth Babbitt,	Assistant Librarian.
Josephine Marie Jandell,	Assistant Librarian.
Nellie Lovina Cook,	Registrar and Clerk.

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*Resigned.

NORTHERN ILLINOIS STATE NORMAL SCHOOL.

The Northern Illinois State Normal School was established by an act of the General Assembly in 1895. It exists for the exclusive purpose of preparing teachers for the common schools of Illinois. It is located in DeKalb. The town contains a population of six thousand. It is situated on the Omaha division of the Chicago and Northwestern Railway, on a branch of the Chicago Great Western, and on the Northern Illinois. It is fifty-eight miles from Chicago. It is easily reached from any part of Northern Illinois. The town has fine water, electric lights, and paved streets. It is at the center of a most fertile and prosperous country and has a healthful and bracing climate.

The Normal School building is one of the finest structures thus far erected for normal school purposes in this country. It is three hundred seventy-one feet long and two hundred fifty feet in extreme depth. It contains a spacious auditorium capable of seating twelve hundred, plenty of good class rooms, fine library accommodations and laboratories, and a large gymnasium equipped with baths. With a fine art room, an excellent shop for manual training, suitable halls for literary societies, a spacious lecture room, and apartments for student enterprises of various kinds nothing is lacking for a complete equipment. The campus contains sixty-seven acres of diversified surface and includes a fine athletic field.

CONDITIONS OF ADMISSION.

There are seven ways of entering the school:

First:—A course of one year will be offered to graduates of reputable colleges, who will be admitted upon presentation of their diplomas.

Second:—Graduates of good high schools having four-year courses will be admitted to a two-year course upon presentation of their diplomas. These high schools will be designated as "accredited schools."

Third:—There are many schools with shorter courses whose graduates will be admitted to a three-year course upon presentation of their diplomas. These schools form a second group of "accredited schools."

Fourth:—Persons holding first-grade certificates will be admitted to the three-year course without examination. Candidates holding second-grade certificates should correspond with the president with reference to admission.

Fifth:—Students who have been connected with other State Normal Schools can enter upon presentation of their records if they have been honorably discharged from such institutions. All work done in such institutions will be passed to their credit here.

Sixth:—The act establishing the institution provides that county superintendents of schools may appoint suitably prepared persons to scholarships. Such persons will be admitted to the three-year course upon presentation of their certificates of appointment.

Seventh:—There are many persons who have none of the above qualifications and yet are well prepared to do the work of the Normal School. Such persons may enter by examination upon the common English branches. A good degree of maturity is expected of such candidates.

Do not apply for admission unless you have done considerably more than is required for admission to the high school. We have no preparatory department. If you are in doubt as to your qualifications write to the president and the matter can be determined ordinarily by correspondence.

All candidates should present a certificate of good moral character signed by some responsible person. This will be insisted upon in all cases.

BOARDING.

Nearly all of the students of this institution board in clubs. They are thus enabled to determine the character of their food supplies and can control the expense. There are several large club houses especially constructed for the accommodation of students near the school building. They contain large dining rooms and are fitted with all of the modern conveniences for dormitory purposes. In addition to these there are many private houses near good boarding clubs, in which admirable rooms may be rented at reasonable rates. The accommodations are excellent in quality, are ample in quantity, and are within a few minutes' walk of the school. Students desiring board in private families can be cared for satisfactorily.

Boarding places can be secured by correspondence although it is better to defer the selection of rooms until they can be inspected personally. The portion of the town occupied by the students is almost entirely new and has been made peculiarly attractive by public spirited citizens. Very pleasant homes are thus made available at moderate prices. Representatives of the boarding clubs are deputed to meet incoming trains and to aid students in securing satisfactory places. A ten-cent omnibus meets the trains and when strangers are in doubt as to what to do they are advised to go at once to the residence of the president, who will give them personal attention.

EXPENSES.

Excellent board including room can be secured at from three to four dollars a week. The large majority pay about three dollars and a quarter. The incidental expenses are substantially what you make them and vary for different persons. No tuition is charged. The only expense connected with instruction is a term fee of two dollars, which is payable in advance at the beginning of each term. The expense for books and stationery is about ten dollars for the first year.

COURSES OF STUDY.

Four courses of study are offered: a one-year course for college and Normal school graduates, a two-year course for graduates of the best high schools, a three-year course for graduates of high schools with shorter courses and for others, and a four-year course for those desiring a more liberal training.

The one-year course is determined by conference with the candidate. It is composed of professional studies and practice in the Practice School. At least twelve credits will be required, not less than two of which must be teaching credits.

The two-year course requires thirty credits. Three are drawing credits, two recitations a week, through the first year. Fifteen are for five subjects a term for the first three terms, each subject having four recitations a week. The remaining twelve credits are for four subjects a term through the second year with five recitations a week in each subject.

The three-year course requires forty-eight credits. Six are drawing credits, two recitations a week for the first six terms. Thirty are for five subjects a term for the first six terms with four recitations a week in each subject. The remaining twelve are for four subjects a term for the last three terms with five recitations a week in each subject.

The four-year course requires fifty-seven credits, as shown in detail in the subjoined scheme.

PRACTICE TEACHING.

Two kinds of practice teaching may be engaged in: class teaching and room teaching. In the former, the class is removed from the ordinary school room to a recitation room so that the teacher has no pupils under his charge except the members of his class; in the latter, the teacher has charge of one of the rooms in the city schools for one half of each day and, in consequence, does his work under ordinary conditions. Each critic teacher has charge of two rooms and is assisted by two members of the senior class in each room. This half-day teaching work receives two credits for each term. Six teaching credits are required unless the pupil shows especial excellence and can derive greater advantage from the work in theory. In such cases studies may be chosen from the list of electives, two being substituted for each term of room teaching required. Not more than four teaching credits can be received for class teaching, each candidate for graduation being required to take charge of a room for at least one term.

ILLUSTRATIVE LESSONS.

For the illustration of critical methods in dealing with class exercises illustrative lessons are given four mornings of each week. These lessons are conducted by critic teachers, by teachers from the Normal department, or by students who have shown unusual skill in the practice school. The classes are selected successively from the grades of the practice school. The exercises are freely criticised in the light of pedagogical principles.

In the development of the various subjects of the curriculum that bear immediately upon the work of the grades, similar exercises are employed in the regular classes of the Normal department. The teacher of grammar, for instance, desiring to show how a certain phase of the subject should be presented to a class of children, employs a class from the practice school for that purpose. By means of such exercises and by their free discussion a pedagogical consciousness is awakened in the Normal students and they are thus led to a conscious application of the principles of teaching and to self-criticism of their success in applying them.

THE LIBRARY.

An admirable library of more than ten thousand volumes quite fairly catalogued is available for the uses of the students. A competent librarian and assistant are always present to render needed assistance. The library is open from eight o'clock to five every school day and from eight to twelve on Saturday.

GYMNASIUM.

A spacious gymnasium furnished with baths, dressing rooms and suitable apparatus is one of the features of the Institution.

MANUAL TRAINING.

A shop which will soon be equipped for our needs furnishes an excellent opportunity for observation of pupils' work and for the acquisition of those phases of manual training that can be introduced at trifling expense into ordinary schools.

STUDENT ORGANIZATIONS.

1. The Ellwood Literary Society. Meetings on Saturday evenings.

2. The Glidden Literary Society. Meetings on Saturday evenings.

3. The Ionian Literary Society. Membership is limited to the women of the Faculty and student body. The members are divided into the following groups: The Art Section; the Literary Section; the Magazine Section; the Music Section; Chalk Modeling and Illustrative Drawing; the Travel Club; Current News Section. The work of each group is under the direction of a competent leader.

4. Young Men's Christian Association.

5. Young Women's Christian Association.

These associations extend a hearty welcome to all prospective students. They are important factors in the school life and their members take an active interest in the welfare of every student. Upon arriving at DeKalb those who come for the first time should look for young men wearing the badges of their Association, who will be on hand to assist them in finding agreeable homes.

6. The Camera Club.
7. The Ellwood Basket Ball Team.
8. The Glidden Basket Ball Team.
9. The Foot Ball Team.
10. The Base Ball Team.
11. The Young Women's Glee Club.
12. The Young Men's Glee Club.
13. The Choral Society.

"THE NORTHERN ILLINOIS."

"The Northern Illinois" is a monthly magazine published in the interests of the school and managed by a board of directers selected by the student body.

THE TWO-YEAR COURSE.

The figures indicate the number of recitations each week.

FIRST YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Geography,	4.	Reading,	4.	Algebra,	4.
Biology,	4.	Arithmetic,	4.	Literature,	4.
History,	4.	History,	4.	Biology,	4.
English Grammar,	4.	Biology,	4.	Music,	4
Psychology and Pedagogy,	4	Psychology and Pedagogy,	4.	Psychology and Pedagogy,	4.
Drawing,	2.	Drawing,	2.	Drawing,	2.

SECOND YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Teaching,	Half day.	Teaching,	Half day.	Teaching,	Half day.
Physics,	5	Geometry,	5.	Phil's'phy of Educat'n,	4.
Elective,	5	Elective,	5	School Organization and Management,	1
				Elective,	5.

ELECTIVES.		ELECTIVES.		ELECTIVES.	
Latin,	5.	Latin,	5.	Latin,	5.
German,	5.	German,	5.	German,	5.
Literature,	5.	Literature,	5.	Literature,	5.
Sociology,	5.	Sociology,	5.	Sociology,	5.
Ethics,	5.	Ethics,	5.	Psychology,	5.
Oratory,	5.	Astronomy,	5	Oratory,	5.
Drawing,	5	Drawing,	5.	Drawing,	5.
History of Education,	5.	Civics,	4.	Physiography,	4.
Philosophy,	5.	History of Education,	5.	Political Economy,	5.
Logic,	5.			Chemistry,	5.
				Geology,	5.

An educational thesis of not less than fifteen hundred words is required of each candidate for graduation. Weekly exercises in composition extend through the whole course.

THE THREE-YEAR COURSE.

FIRST YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Reading or Latin,	4.	Grammar or Latin,	4.	Algebra or Latin,	4
Arithmetic,	4.	Arithmetic,	4.	History,	4.
Geography,	4.	Geography,	4	Grammar,	4.
Elementary Physics,	4.	Elementary Physics,	4	Biology,	4.
Pedagogy,	4.	Reading,	4	Music,	4.
Drawing,	2.	Drawing,	2	Drawing,	2

SECOND YEAR.

FIRST TERM.		SECOND TERM		THIRD TERM.	
Algebra,	4.	Literature,	4.	Literature,	4
Psychol'gy and Ped'gy,	4.	Geometry,	4	Geometry or Latin,	4.
History,	4.	Civics or Latin,	4	Physical Geography,	4.
Biology,	4.	Biology,	4	Biology,	4.
Rhetoric or Latin,	4.	Psychol'gy and Ped'gy,	4	Psychol'gy and Ped'gy,	4.
Drawing,	2.	Drawing,	2.	Drawing,	2

THIRD YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Teaching,	Half day.	Teaching,	Half day.	Teaching,	Half day.
Physics,	5.	Physics,	5.	Phil's'phy of Educat'n,	4.
Elective,	5.	Elective,	5.	School Organization and Management,	1.
				Elective,	5.

The electives are the same as in the Two-Year Course. Weekly exercises in composition continue through the whole course. A thesis on some educational subject, and to contain not less than fifteen hundred words, is required of every candidate for graduation.

THE FOUR-YEAR COURSE.

FIRST YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Latin Grammar and Reader,	5.	Latin Grammar and Easy Reading,	5.	Caesar and Composition,	5.
Geography,	4.	English Grammar,	4.	History,	4.
Elementary Physics,	4.	Arithmetic,	4.	Algebra,	4
Pedagogy,	4.	Elementary Physics,	4.	Reading,	4.
Arithmetic,	4.	Reading,	4.	Biology,	4

SECOND YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Caesar and Compos'n,	5.	Caesar,	5.	Cicero and Compos'n,	5.
Algebra,	4.	Biology,	4.	Literature,	4
Biology,	4.	Geometry,	4.	Biology,	4.
Rhetoric,	4.	Literature,	4.	Geometry,	4
Drawing,	2.	Drawing,	2.	Drawing,	2.

THIRD YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Cicero and Compos'n,	5.	Ovid,	5.	Vergil,	5.
History,	4.	German or Greek,	5.	German or Greek,	5.
German or Greek,	5.	Psychol'gy and Ped'gy,	4.	Psychol'gy and Ped'gy,	4.
Psychol'gy and Ped'gy,	4.	Civics or Political Economy,	4.	Literature or Physical Geography,	4.
Drawing,	2.	Drawing,	2.	Drawing,	2.

FOURTH YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Vergil or Physics,	5.	Livy or Physics,	5.	Phil's'phy of Educat'n,	5.
German or Greek,	5.	German or Greek,	5.	German or Greek or Chemistry,	5.
Teaching,	Half day.	Teaching.	Half day.	Teaching,	Half day.

If entitled to take electives instead of teaching choice may be made from the list in the Two-Year Course. Weekly exercises in composition will be required throughout the course. An educational thesis is required for graduation as in the preceding courses.

OUTLINES OF COURSES.

GEOGRAPHY.

FIRST TERM—TWO-YEAR COURSE.

Study of Home Geography to be used as a type.

I. Kishwaukee Creek.

River, river valley, river system, river basin; different stages of river development; divides, lakes, falls, gorges, canons, flood plains, deltas, etc.

Relation to economics of the earth.

Relation of rain to underground streams, springs, wells, geysers, caves, caverns, natural bridges, etc.

Importance of valley for transportation and settlement.

II. Weathering of Campus.

(a) Work of streams, chemical, mechanical.

(b) Wind, dust, sand storms, dunes, waves along the shore, sculptured rocks.

(c) Temperature, expansion, contraction, frost.

(d) Ice and snow, glaciers, icebergs, ice sheets, moraines, drift, lakes.

(e) Organic forces—plants, animals, man.

III. Soil of DeKalb.

Waste of land; different kinds of soil—clay, sand, gravel, loam, etc.

Economic value of each.

Forms assumed by waste of land on the way to the sea; talus slopes, alluvial fans, lake plains, flood plains, etc.

Dependence of animal and plant life upon rock waste.

IV. CLIMATE OF ILLINOIS.

(1) Factors that affect climate.
  (a) Latitude, parallels, equator, meridians, apparent movement of the sun, direct and indirect rays of the sun, belts of heat.
  (b) Distance from the sea, currents of the sea.
    Effect of heat upon land and water masses. Positions of land masses of the world.
  (c) Topography.
    Primary highlands of the world.
    Mountains: different kinds and various stages of development.
    Volcanic structures: cones, lava flows, necks, dikes, localities.
    Topographic features developed by their sculpture.
    Position of plains, plateaus, deserts, etc.
    Location of Illinois in broad plain.
    Contrast climate of mountains with plains.
  (d) Prevailing wind and rainfall.
    Rotation of earth, pressure of atmosphere.
    General circulation of the winds, trade winds, westerlies, monsoons, storms, etc.; distribution of rainfall; weather maps; and weather predictions.
(2) Effect of climate upon plant and animal life.

V. PRODUCTIONS OF NORTHERN ILLINOIS.

(1) Corn.
  Study of corn belt of the U. S. with reason for location; amount raised; value.
  Products—corn meal, whiskey, starch, vinegar, paste, flourine, rubber, etc.
  Cultivation of corn—storing, shipping; history of corn plant; corn regions of the world; exporting; feeding stock.

(2) Stock.

Relation of corn to stock; productions—milk, butter, cheese, hides, tallow, wool, beef, pork, etc.; stock regions of the world; manufacturing—hides, leather, shoes, stock yards, canned beef, glue, etc.; imports, and exports.

(3) Forests.

Woods upon the campus; relation of trees to streams; different kinds of trees.

Economic value of trees.

Forest regions of Illinois, North America; climatic conditions for forests; forests of the world.

Commercial interests—log camp, rafts, saw mills, lumber yards, shipping, manufactories, etc.

VI. CHICAGO, largest city of Illinois, commercial center of U. S.

Location, size, geological history, topography, drainage, soil, climate, population, history, Indian massacre, great fire, World's Fair, transportation—great lakes, drainage canal; railroad center; industries—packing houses, stock yards, car shops, machinery, musical instruments, grain elevators, wholesale houses, etc.; imports of the U. S.; exports of the U. S.; trade centers of the U. S. and the world.

VII. EARTH AS A BODY IN SOLAR SYSTEM:—form, position, size, motions, cause of day and night, cause of seasons.

VIII. GEOGRAPHICAL FACTORS IN THE HISTORY OF MAN.

Dependence of population upon form, climate, resources, food supply, etc.; location and growth of cities; complete submission of savage races to geographical control; subjugation of difficulties by more intelligent races.

Remarks on the geography.

Instead of dealing with conventional forms, the work begins with one of the transforming agencies of the world. This is an "energetic" rather than a "static" view of the subject. It is an attempt, at least, to discover a logical organization of the geographical material.

The water course which is immediately studied is of sufficient size for our purposes, and undergoes all of the changes of larger streams. A laboratory method is thus made possible and the pedagogical aspects of the work can receive quite adequate attention.

Classes in the various grades of the Practice School are used to exemplify the method of presentation and in the discussion of these exercises the pedagogical and psychological problems are developed and studied.

BIOLOGY.

TWO-YEAR COURSE.

Biology runs through the entire year, the work of the three terms being unified so far as possible. For a complete biological survey, it is desirable, therefore, to enter the class at the beginning of the fall term.

The fall term will be devoted, in the main, to the subject-matter and method of Zoology; the winter term, to human anatomy, physiology and hygiene; the spring, to botany; but leaf-fall cannot well be studied in the spring time nor bird nesting in the fall, and this formal division is modified to allow for topics suggested by the seasonal changes.

The treatment throughout is designed to be such as will make the work of immediate practical value to those who are to deal with nature study in the grades, yet it aims to give a broad and connected view of the plant and animal kingdoms. Certain types are studied in considerable detail; related forms are exhibited and discussed in lectures; the work is comparative throughout, and the great generalizations of biological science are not neglected. General biological laws and principles, classification, development, struggle for existence, variation, adaptation, heredity, evolution, etc., are considered as they naturally present themselves in the sequence of studies.

It is believed that nature study can best be taught by those who through thorough preparation have attained a comprehensive view of the biological field. To-day, even to the kindergarten teacher, a broad scientific foundation is essential; hence the organization of this course on a scientific, rather than a nature study, basis.

Biographical studies of common plants and animals constitute a prominent feature of the course at the expense, perhaps, of more formal science. Illustrative lessons with pupils from the Practice School are given before the class, pupils from intermediate and grammar grades often engaging in regular laboratory work. The course of study in science in the eight grades is investigated, and the aims of science teaching are discussed.

Text-book, lecture and laboratory methods are combined; frequently, field excursions are substituted for laboratory work, the extensive campus offering very unusual advantages for the study of varied forms of terrestrial and aquatic life. Out-door observations in the form of nature calendars are recorded throughout the entire year, Lecture, library and field notes, original drawings and descriptions, are preserved in permanent note-books.

In addition to the text indicated for each term, individual equipment will be required as follows: Boyer's Elementary Biology; Atlas Science Tablet; dissecting set; nature note-book.

ZOOLOGY.

FALL TERM.

Botanical subjects peculiar to autumn are considered in season, but the studies of this term are almost wholly zoological.

It is desired that the student shall obtain from this course an increased ability to observe, to interpret, and to express. To do this it is necessary from the start to avoid all bookishness, establishing himself upon his own resources and cultivating a true scientific spirit and method of original investigation. Original notes and drawings of material studied are essential to this end.

In the following outline the numbers refer to weeks:

1–2. Field work on insects, particularly the Orthoptera, with especial reference to protective resemblance and other adaptations,—a study in animal ecology. Laboratory study (comparative) of locust, grasshopper, katydid, and cricket. Collection and preservation (living and dead) of zoological material; stocking of aquaria, etc. Principles of classification.
3. Autumn coloration and leaf-fall.
4. Seed dispersal.
5. The compound microscope. Cell structure. Microscopic animals and plants in stagnant water. Identification of Protozoa.
6. Protozoa, Sponges, Hydra and its relatives.
7. Starfish and its relatives, including developmental stages; principles of development.
8. Earthworm and its relatives.
9. Crayfish and its relatives.
10. Further study of Anthropods.
11. Fresh water mussel and its relatives.
12. Fossils. Some facts and factors of organic evolution.
13. Review.

Text: Jordan's Animal Life.

WINTER TERM.

The class is now prepared for the study of vertebrate types. These are used largely as a basis for human anatomy and physiology, which, with hygiene, occupy most of the time. Full mammalian dissections are made, and experiments are performed upon the frog, and upon our own bodies. Hygienic considerations are always prominent. During the latter part of the term, out-door phenomena dependent upon the on-coming of spring are noted, and the studies of the spring term are anticipated.

I. Vertebrate Types.

1. Goldfish and perch. 2. Salamander and frog. 3. Turtle and snake. 4. Birds. 5. Cat and dog, in connection with II.

Texts, same as fall term.

II. Human Anatomy, Physiology and Hygiene.

Most of the anatomy and some of the physiology have already been mastered through the medium of zoology. The text-book work is accompanied by laboratory dissection, experiment and demonstration. Under each of the following topics hygiene is included; the action of alcohol on various parts of the body is likewise taught in connection with each topic. The study is organized on the basis of the essential functions,—digestion, circulation, respiration, etc. Each grade in the Practice School is occupied with the study of one of these functions, and the work in the grades is frequently observed by the class.

The cell is recognized as the unit both of structure and of function. All the body processes are designed for the welfare of the individual cells of the body. Hence, so far as is consistent, the cell is kept in the foreground; in other words, the course is conducted on what may be called the cell method.

5. General plan and structure of the body. Its various activities,—the work to be done. The "systems" of the body. Muscles and muscular work. Exercise.

6. Blood and Lymph. Circulatory system.

7. Nutrition and the digestive system. Foods.

8. Mechanism and chemistry of respiration. Ventilation. Excretion. Skin and kidneys. Bathing.

9. Structure and functions of nerves. Cerebrospinal and sympathetic systems. Reflex action, etc.

10. Special senses.

11. Skeletal system. Emergencies. Contagious diseases.

12. Review.

Text: Colton's Physiology, Experimental and Descriptive.

BOTANY.

SPRING TERM.

Botanical studies are foremost, but not exclusive, during this term. A brief survey is made of the vegetable kingdom, proceeding, so far as possible, from the simpler forms to the more complex and highly organized. Spring-time observations of animal forms, bird migration, pond life, etc., are made as the season demands, and full nature notes, bird, tree and flower calendars, are recorded and preserved from year to year. A formal herbarium is not required,—we are more interested in the living plant than in the dead one,—but representatives of a few prominent groups are studied and specimens preserved. Optional morning excursions furnish added opportunities for bird study and acquaintanceship with plant and animal habits.

1–2. Tree studies. Awakening of winter buds.
3. Algae and fungi.
4. Mosses.
5. Ferns.
6. Trillium.
7. Wild Crab-apple.
8. Pine tree.
9. Seeds and seedlings.
10–11. Plant societies.

Text: Coulter's Plant Studies.

HISTORY.

TWO-YEAR COURSE.

In the two-year course, a fair knowledge of American history and of the outlines of universal history is presupposed. Therefore, the whole attention is centered upon the professional side of the subject.

The first term is devoted to a careful study of method in history. The work in all the grades of the elementary school, from the lowest to the highest, is considered. The principles and theories involved are brought out by assigned reading and class discussion. Every method discussed is practically illustrated by the instructor teaching the various grades in the Practice School, in the presence of the Normal students. A considerable portion of the term is devoted to this illustrative teaching. Careful consideration is given to the best available material for the various grades of work.

The second term is devoted to the intensive study of a limited field of history. All of the available material, both of primary sources and of secondary authorities, will be accessible in the library. Thoroughness of mastery, and not extent of ground covered, is the aim. Among the chief purposes of the term's work are the following: To learn the historic processes, to learn how to search out information from books, to gain an idea of the vastness of the subject of history, to divorce the student from dependence on a text-book, to train the judgment in weighing the value of material and in selecting that which suits one's purposes, to learn to generalize from a mass of material, etc. The topics selected for this intensive work will be varied from year to year and, in case a class is divided into sections, it is probable that different topics will be taken for the sections. The reign of Charlemagne will be the topic for next year.

The library is unusually strong in the department of history. Care and expense are not spared to make it systematic and comprehensive. Not only are all the leading secondary authorities to be found on our shelves, but also a liberal supply of the sources most useful to the student. Constant additions are being made to the list of books and every new demand is met as promptly as possible. The library is a government depository and receives all of the publications of the United States government. Two thousand volumes, or more, have been received. The most valuable of those out of print are added by purchase from time to time.

ENGLISH GRAMMAR.

TWO-YEAR COURSE.

Since language is the expression of thought, the first essential of the study of language is an understanding of the structure of thought. As the thought is the unit of mental action, so the sentence is the unit of lingual expression. Two things, then, are of fundamental importance: first, that the sentence be regarded always as the expression of a thought; second, that the thought and its expression be kept distinct. The following outline gives rather the result aimed at than the process of attaining it. The pupil works wholly from the sentence, looking through it to the thought; deducing his own principles; formulating his own definitions. Much attention is given to methods of presentation, in the grades, by actual work with the children in the Practice School, and to the consideration of available text-books for the grades.

For students who have some knowledge of other languages than English a course in comparative syntax will be offered. For suggestions concerning the advantages of such a course, see statements of course in Latin, Greek and German.

I. STUDY OF THE SENTENCE AS A WHOLE.

1. The universal form of the sentence as governed by the nature of a thought.
2. Sentences classified: (1) on basis of purpose of utterance, (2) on basis of form as governed by the form of the thought expressed.

II. The three elements of the sentence; the characteristic word in each and how modified.

III. The material of which the sentence is composed classified under (1) substantive words, (2) attributive words, (3) relational words. The uses and modifiers of each.

IV. Parts of speech. Subdivisions of general classes of words; properties; inflexional forms.

DEPARTMENT OF DRAWING.

TWO-YEAR COURSE.

The aim of this department is to aid in the general education of the student by bringing him into a closer relationship with his environment—not alone that included in the natural world but that comprising the world which man created for himself.

Drawing is often spoken of as a universal language. When we remember that it underlies the creation of every manufactured object about us, from the commonest tool and utensil to the gigantic Brooklyn bridge and the loftiest city office building, and from the designs for our carpets and wall papers to the decoration for our Congressional Library, we realize that it is indeed a wonderful mode of expression, and a language which all should be able to read understandingly whether proficient or not in its manipulation.

Training here results not only in increased power of expression serving as an aid in every other study, but as an added means of acquisition as well; and above and beyond this it gives the learner a finer appreciation of his surroundings in the natural, industrial, and social world, and a broader, clearer understanding of the accumulations of human experience as shown in the art records of the past and present.

The subject properly taught encourages to the fullest degree the expression of creative activity. All that is learned in the study of form and color must be utilized in some original way in order to be of educational or culture value. To this end

MANZ CHICAGO

CAMPUS VIEWS.

much attention is given to the subject of composition in its relation to the industrial and the artistic phase of the subject. The exercise of judgment and choice in such creative effort can only result in the growth of power to know, to feel, and to express beauty.

TWO LESSONS EACH WEEK, THREE TERMS.

FIRST TERM—(24 lessons.)

Flowers, fruits, vegetables, trees, principles of perspective. Single objects and groups of objects represented in outline and in light and shade.

SECOND TERM—(24 lessons.)

Construction—working drawings, patterns, constructive design. Composition as related to construction, representation, and decoration.

THIRD TERM—(24 lessons.)

Lectures on Method and on History of Art. Composition in out door sketching with brush and ink, and brush and color.

Figure pose.

READING.

TWO-YEAR COURSE.

ONE TERM'S WORK—

The work of this term follows these general lines: Phonology, Physical Culture, Voice Culture, and Reading, with the emphasis on the last. While every lesson is a lesson in method, special illustrative lessons with the Practice School classes are given during the last three weeks of the term.

I. PHONOLOGY.

1. A study of the vocal organs as to structure and function and a careful examination made of the vocal apparatus of a sheep, a calf, etc., as these organs are much alike in man and the lower animals.
2. Use made of the laryngoscope in the examination of the vocal organs of members of the class.

3. Clay modeling of vocal organs.
4. Process of vocalization and of respiration with systematic voice culture from both the physical and mental view points. The correction of voice and speech defects as nasality, hoarseness, and indistinct articulation, through the removal of physical restrictions and the recognition of the relation of the mind to the voice. An effort is made to approximate the ideal tone through the expression of sentiments that involve the higher emotions. The subject is treated in the following order:
    1. Instrument of voice—body.
    2. Operator of voice—mind.
    3. How the operator uses the instrument.
    4. Product.
        (a) as sound.
        (b) as an agent of expression.
    5. Relation of voice to body.
    6. Relation of voice to mind.
    7. Principles of voice culture.
5. A study of the oral elements and diacritical markings with practice in accent, syllabication, and articulation.

II. Physical Culture.

As life of body as well as mind is necessary in effective oral reading, a few moments of each recitation are devoted to securing a thorough awakening of the body. The exercises introduced seek to furnish vital supply for the entire organism. Any system of physical culture that seeks to make the body the agent of the soul in expression, and that results in nobility and poise in bearing together with lightness and freedom of movement, is deserving of consideration. While the general purpose of the physical culture, in connection with the reading, is to make the body responsive and expressive, its immediate attack is on the sunken chests, rounded shoulders, and unnaturally curved spines, together with awkwardness in carriage and all ungainly movements.

III. READING.

In all the work in reading the following CONDITIONS ARE FUNDAMENTAL:

1. The pupil must get, hold, and give the thought.
2. The imagination must be so active that every situation is visualized..
3. Pronunciation must be absolutely correct.

With these points settled we next direct our energy to the accomplishment of certain specific purposes. Since the psychological side of reading is the all important side, the work must be arranged in progressive steps, following the natural order of mental growth.

FIRST. The teacher's effort is directed toward such a mental arousing of the pupil as shall result in a keen appreciation of the thought-content of the printed page. This comes when through close thought analysis and vivid imagery, the situation becomes a reality to the reader.

Selections calculated to secure this result should be complete experiences and such vital situations as will arouse the reader to the point of self-forgetfulness.

SECOND. As soon as skill is acquired in presenting thought enthusiastically, the next step is the presentation of the thought smoothly. Selections calculated to arouse tender emotions are introduced here and the voice, as a true reporter of the thought and feeling, grows sweet and musical.

THIRD. In a close scrutiny of the thoughts of the printed page, the mind attaches more importance to some than to others, and this importance reports itself in the oral expression. Results are secured here through work on selections that deal with the sublime in nature and the heroic in character. Here the voice gains volume and personality is strengthened.

FOURTH. The attention is now turned toward securing simple, earnest directness, in other words, learning to talk from the printed pages, TO and not AT an audience. Here the thought analysis becomes sharper and personality is still further strengthened, while through the effort to express with perfect clearness what is perfectly clear to the mind, enunciated is perfected. Dialogue and direct appeals are the materials used here.

One of the following Shakespearean plays is selected for study:—Macbeth, Julius Cæsar, Merchant of Venice, As You Like It.

Here an aplication of the principles previously stated is made. In the study of the play there is constant recognition of the fact that literature, especially the drama, is life. and also a recognition of the fact that every individual possesses the dramatic instinct.

In the study of the play the work is developed in the following order:

1. A rapid reading of the play for the story.
2. Movement, plot and characterization noted.
3. Study a scene at a time.
   1. Obscure passages cleared up.
   2. Close analysis of thought.
   3. Picturing of situation and of characters.
   4. Personation of characters.

FIFTH. After a careful study of the play the characters are assigned to various members of the class and the play is presented as a whole.

ARITHMETIC.

TWO-YEAR COURSE.

The primary aim in the course in arithmetic is to fit the students to teach the subject most effectively to children. To this end the psychological aspect of number is given careful consideration, in connection with the mathematical aspect. The arithmetical terms and processes are examined as to meaning and logical relations. Application of this knowledge of the fundamental processes is illustrated by teaching classes of children from the Practice School, before the classes. An opportunity is thus afforded to test the theory of how children learn number, by observing them in the PROCESS OF LEARNING.

In the application of arithmetic to practical affairs only such subjects are treated as are found in operation in the business world, and only such problems are given as are likely to be found in the ordinary course of business. While the analysis is rigid as to accuracy and clearness of statement, yet the student is given freedom as to the form. Analysis is not made an end in itself; it is used simply as a means to clear up the thinking.

Inasmuch as the students admitted to this course have had a good four-year high school course or its equivalent, the subject of arithmetic is completed in one term. The point of view throughout is how to teach the subject.

The four fundamental operations are critically examined, compared, and grouped so as to discover their unity. The difficulties to be overcome by the child in learning these operations are taken up. Use is made of the classes in the Practice School to discover these difficulties and their solution.

Fractions are then studied, special emphasis being given to the principles. Rigid analysis to disclose the meaning of the processes is insisted upon.

Decimal fractions are considered as an extension of the decimal system.

The latter half of the term is given to applied arithmetic as follows:

I. DENOMINATE NUMBERS.
  (a) Measures of lines, surfaces, and solids.
    1. Application of these to the building trades and measures of capacity.
  (b) Weight. Avoirdupois.
  (c) Time.
  (d) Circular measure.
  (e) Longitude and time.

II. PERCENTAGE.
- (a) The three fundamental operations.
- (b) Application of these to:
  1. Discount.
  2. Loss and gain.
  3. Commission.
  4. Stocks.
  5. Interest.
  6. Bank discount.

III. MENSURATION.
- (a) Areas of plane figures.
- (b) Volumes of solids.

Emphasis is laid on the constructive side of the subject.

Text: New Advanced Arithmetic. (Cook & Cropsey.)

PSYCHOLOGY AND PEDAGOGY.

The aim of this course is the development of those general principles that determine method. Special method in the several subjects will receive careful treatment in the time allotted to them. The topics especially studied will be determined by the pedagogical demands, hence the subject will not be pursued as an independent science which is to be studied for its own sake, but for the light which it throws on the processes of mental growth.

ALGEBRA.

TWO-YEAR COURSE.

The work of this course is a thorough review and intensive study of the more difficult topics of the elementary algebra. To enter this course the student should have had a year or more of algebra in a good high school. This preparation makes it possible to make a somewhat exhaustive study of such topics as arithmetic and algebra compared, the algebraic series of numbers, the double meaning of the signs PLUS and MINUS, the commutative, distributive, and associative laws, the theory of divisors, etc. The aim is to make rational the processes which hitherto may have been largely mechanical. Rigid demonstration is required throughout. The latter half of the term is devoted to such topics as, the theory of exponents, quadratics, progressions, variables and limits, and series.

Text: Wentworth's New School Algebra.

LITERATURE.

TWO-YEAR COURSE.

One of the main purposes of this course is the selection and study of suitable literature for the grades. The head of the department keeps in close relations with the work that the children are doing in the Practice School and acts as critic for the Normal students who are teaching literature in classes.

A survey of the field of literature and an acquaintance with its most notable features is attempted. The work for 1900-1901 included an outline course in American literature for the Seniors during the fall term, and a somewhat full course in Milton and Shakespeare during the winter term. The Juniors spent the spring term on a general introduction to literature, and such studies in Chaucer, Spencer, Bacon, Milton, and Addison as time permitted.

MUSIC.

The course includes sight reading, chorus work, and methods for the grades.

OBSERVATION AND TEACHING.

Our facilities for practice work are excellent. A graded school of three hundred fifty children uses seven rooms and ten recitation rooms in our building. Three additional school buildings in the town furnish six hundred fifty more children, thus affording a practice school of a thousand children below the high school. The teaching work is prescribed for the senior year. The class is divided into two groups, one teaching in the forenoon and the other in the afternoon. Each pupil who is preparing for grade work takes charge of a room of from forty to fifty children a half of each day for a year if so much work is needed. If superior skill is manifested the practice work may be shortened and two of the elective studies taken in its place. Special facilities are at hand for persons who wish to fit themselves for principals or for supervising critic work. While the teaching is here prescribed for the senior year, students of superior ability, and especially those who have taught, are permitted to engage in practice work the first year, leaving some study of the regular course for that purpose and taking it up later. Such teaching work will consist of class instruction in a recitation room, and two terms of such work, if highly successful, will equal in credits one term of the work in the senior year.

Preparation for this and subsequent work is received by courses in observation of classes and by attendance upon illustrative exercises conducted by the Normal or critic teacher with classes of children.

The Practice School really occupies the center of the situation and the work in the Normal department is arranged with especial reference to its necessities.

SENIOR PHYSICS.

TWO-YEAR COURSE.

The science for the fourth term is physics. The following outline represents the work of this year:

Study of motion; velocity, acceleration, angular speed, simple harmonic motion, inertia, momentum.

Study of Force and Energy, gravitation, the pendulum, Newton's laws, elasticity.

Mechanics of fluids; fluid pressure, surface tension, the barometer, pumps, Boyle's law.

Study of waves, transverse, longitudinal, and stationary, resonance and interference of waves.

Sound. Nature of sound, character of sound waves, pitch, loudness and quality; the musical scale, musical instruments.

The above is an outline of the recitation work, which is largely intensive in character. Accompanying it is a thorough course in laboratory work, all of which is accurate quantitative investigation of natural laws and determination of physical constants. Such as the following experiments are performed: simple measurements of length, using the vernier caliper and the micrometer screw; determination of the resting point of a sensitive balance; weighing by oscillations; determination of density by the Jolly balance, the Nicholson hydrometer, etc.; verification of Boyle's law; the laws of the pendulum; the velocity of sound, etc.

THE ELECTIVE STUDIES.

The regular work for the senior year is a half day's charge of a room and two studies. One of these studies is prescribed and the other may be chosen from the list of electives. No classes will be formed in electives with less than eight pupils, however. As is stated above, pupils who do not need the maximum work in practice may take, instead, two additional electives.

GEOMETRY.

TWO-YEAR COURSE—SECOND TERM.

This course extends over one term of twelve weeks and includes plane and solid geometry. The text used is Wells's Essentials of Geometry. The course treats the subject topically and includes the classification and summarizing of established truths. Considerable written work in original demonstration is required. Attention is paid particularly to three important methods of attacking a proposition: (1) by analysis, (2) by intersection of Loci, (3) by REDUCTIO AD ABSURDUM. Emphasis is placed on the analytical method in order to discover what relations of facts necessarily follow if the given proposition be proved true; tracing these relations until a known proposition is reached, the process is reversed and a line of rigid deductive reasoning is required. Students are required to make models of the figures discussed in solid geometry and to follow this work by making plane drawings of the models. To enter this course students must have had at least one year of high school work in the subject.

PHILOSOPHY OF EDUCATION.

TWO-YEAR COURSE.

The text in this subject is Rosenkranz. The course includes parts I and II. An attempt is made to secure a philosophical view of education, appealing to the earlier work of the course and to personal experience in verification of its truth. For this purpose the subject is placed at the end of the course. The doctrine of "estrangement" is believed to furnish a clue to the whole knowledge progress.

THE THREE-YEAR COURSE.

READING.

FIRST TERM.

The work of this term is the same as that of the two-year course except that more time is given to the details of the work and the application of principles. The Shakespearean plays are left for the second term's work.

Much practice in sight reading is required and the pupils read, out of class, the Classics used in the upper grades of the Practice School, and tell them in story form before the class.

SECOND TERM.

I. Two Shakespearean plays, one a tragedy the other a comedy, are studied in the manner indicated in the work of the two-year course.

At the close of the term these plays are given by the class.

II. The work in physical culture and voice is conducted by members of the class under the direction and criticism of the teacher.

III. Since in teaching much depends upon the teacher's ability to criticise in a suggestive and helpful way, pupils are given practice in this and their criticisms are subject to the criticism of the teacher.

IV. Illustrative lessons with different grades are given before the class and afterward discussed freely by the class.

Before the pupil is ready to leave this subject he should be able to read well, AT SIGHT, any standard piece of literature.

ARITHMETIC.

THREE-YEAR COURSE—FIRST TERM.

I. Number as measured quantity.
  1. Unit of measure.
  2. The measuring process.
  3. Relation of counting to measuring.

II. Number expressed.
  1. Decimal system compared to the Roman system.
  2. Practice in expressing number.

III. Number operations.
  A. Integers.
    1. Showing how the fundamental operations grow out of counting.
    2. A comparative study of the fundamental operations.
    3. A critical study of the definitions and principles.
    4. A careful study of the difficulties which the child encounters in learning the fundamental operations, grading them, and arranging them in the best order for presentation.

  5. Making series of carefully graded problems for use in teaching.
  6. Observation and criticism of class work in which these problems are tested.

B. Fractions. (Common).
  1. Extension of the idea of measuring.
  2. A further extension of the ratio idea of number.
  3. A clear distinction between the fractional expression and the fractional number.
  4. The principles of fractions illustrated and discussed.
  5. Application of these principles to reduction of fractions.
  6. Application of the principles and laws of the fundamental operations of integers to these operations with fractions.
  7. Special phases of multiplication and division of fractions.

C. Fractions. (Decimal).
  1. The relation of decimal fractions to the decimal system.
  2. Comparison with common fractions.
  3. Application of principles already studied.

Text: New Advanced Arithmetic.—Cook & Cropsey.

APPLIED ARITHMETIC.

SECOND TERM—THREE-YEAR COURSE.

I. Denominate Numbers.
  1. Measurement of space.
    (a) Length.
    (b) Surface.
      (a') Papering, carpeting, etc.
      (b') United States Land Survey.

    (c) Solid.
        (a') Wood, stone, etc.
        (b') Measures of capacity.
            (Comparison of liquid and dry measure.)
        (c') Lumber measure.
  2. Avoirdupois weight.
  3. Time—The Calendar—"Standard Time."
  4. Circular measure.
  5. Relation of longitude and time.
  6. A brief study of the derivation of the standard units of measure.

II. Percentage.

  1. Relation to decimals and to common fractions.
  2. The three fundamental problems of percentage. Rigorous analysis.
  3. In beginning the subject of percentage what difficulties is the teacher likely to encounter?
  4. Applications of percentage.
    (a) Loss and Gain.
    (b) Commercial Discount.
    (c) Commission.
    (d) Stocks. (Full treatment of the organization and working of a stock company.)
    (e) Interest.
    (f) Bank Discount.

III. Powers and Roots.

IV. Mensuration.

  1. Plane figures,—Quadrilaterals, triangles, and circles.
  2. Solids,—Rectangular prism, cylinder, cone, pyramid, sphere, frustum.
  3. Application to practical problems. All mere mathematical puzzles are avoided.

GEOGRAPHY.

FIRST TERM—THREE-YEAR COURSE

Study of home geography to be used as a type.

I. Kishwaukee Creek.

River, river basin, different stages of river development, divides, lakes, falls, gorges, canyons, flood plains, deltas, etc.

Relation to the economics of the earth.

Relation of rain to the underground streams, springs, wells, geysers, etc.

Importance of valley for transportation and settlement.

Method.

Field trips upon the campus to study Kishwaukee Creek and tributaries.

A visit to the tower to study the relief of the surrounding country.

Model (sand, clay, etc.) made of campus to show relief.

Diagram of DeKalb to indicate direction and position.

Cross sections and drawings of different features of the creek.

Blackboard illustrations of creek and tributaries, lakes, hills, etc.

Field trips with children of grade III.

Illustrative lessons with the children, developing features of the campus.

II. Soil of DeKalb.

Waste of land; different kinds of soil—sand, gravel, clay, loam.

Economic value of each.

Forms assumed by the waste of land on the way to the sea; talus slopes, alluvial fans, lake plains, flood plains, glacial drifts, etc.

Dependence of animal and plant life upon rock waste.

Method.

Collection of different kinds of soil found upon the campus, noting its position.

Study composition, texture, origin, fertility.

Different uses made of each developed with the children.

Example—clay.

Necessity for dishes, adaptability of clay—moulding of clay—baking, decorating, etc.

Origin of clay.—Uses —brick, tile, moulding, dishes, etc.

Collections made of articles made of clay.

Children mould with clay some dish or article in the collection.

This work is closely related to the Science work where the fertility of each kind of soil is tested.

Associate the study of loam with the plant life found with it.

III. Climate of DeKalb.

Factors that affect climate.

1. Latitude.
    Definition, parallels, meridians, apparent movement of the sun, belts of heat, direct and oblique rays of sun.
2. Distance from the sea.
    Effect of heat upon land and water masses; position of land masses of the earth. Size and shape of the earth.
3. Topography.
    Relief of North America.
    Situation of DeKalb in broad plain; contrast temperature of plain with mountain.
4. Prevailing wind and rainfall.
    Atmosphere — composition, extent, movement, pressure. Wind belts, calm belts, rainy belts, belts of low pressure, relation to rotation of the earth and apparent movement of the sun.

Methods.

Parallels, meridians, latitude, longitude, developed with globe and marginal study of maps.

Observations made of the sun's arc inscribed in the heavens; effect of direct and indirect rays noticed.

Charts showing circle of illuminations at different seasons.

Study of weather map and diagrams indicating directions of wind.

Effect of temperature upon moisture; rain, hail, snow, dew, frost, vapor, ice, etc.

Simple experiments in condensation and expansion of water.

Relief map made of North America.

Rainfall of DeKalb developed.

Rainfall of different regions studied.

Relation of rainfall to prevailing winds and topography.

Effect of climate upon plant and animal life.

SECOND TERM—THREE-YEAR COURSE.

IV. Productions of Northern Illinois.

1. Corn.

Locate corn belt of U. S.; relation to soil and climate; amount raised; value; corn products; history of the corn plant; corn regions of the world; feeding stock, corn markets; Exportation.

Methods.

Illustrative lessons developing the planting, care, harvesting.

Different machines used illustrated and explained.

Drawings of the corn plant made and each part studied.

Collections made of the different corn products and uses developed.

Corn belt of the U. S. located upon the map.

History of the corn plant.
Feeding of corn to stock.

2. Stock.

Kinds; regions adapted — (food, temperature, rainfall); locate regions in U. S.; regions of the world; dairy products; making, shipping.
Leather, process of tanning, animals used, kinds of leather, uses.
Manufacturing—shipping—commercial centers.
Methods.
Visit stock farm with children.
Illustrative lessons developing the raising of stock, making and shipping of products.
Visit Shoe Factory.
Develop animals used for leather; processes of tanning, cutting, and making of shoes.
Children cut patterns of different parts of the shoe.
Samples of different kinds of leather collected.
Pictures shown of animals not familiar, if hides are used for leather.

3. Forests.

Associate the trees with the streams at DeKalb.
Soil and rainfall necessary.
Forest regions of United States.
Kinds of trees. Uses. Process of converting trees into lumber.
Shipping—commercial centers.
Forest regions of the world.
Method.
Visit woods with children; study different kinds of trees.
Visit lumber yard, etc.
Develop process of converting trees into lumber.
Children draw pictures of forests, log camps, etc.

CAMPUS GATES.

Develop uses made of lumber.

Pictures shown of trees not familiar to the children.

Age, size, and beauty of trees, developed.

Government's care of trees.

V. Chicago.

Largest city in Illinois; commercial center of United States; situation, size; geological history; surface; climate; soil; history of population; commercial interests; transportation (drainage canal, Great Lakes, railroads); manufacturing (farming implements, car works, furniture, packing houses, etc.) Public parks and history of statues.

Location of buildings. Lives of noted men.

Methods.

Relief map of Central States showing geographical position of Chicago.

Transportation map indicating water routes and railroads.

History of the Drainage Canal; geographical history; size, extent, expense, use.

Relation of lake to city. (Temperature, rainfall, water supply, transportation, fisheries, beauty, pleasures, etc.)

Historical events (Old Fort Dearborn, Indian Massacre, Fire, Hay Market Riot, World's Fair, Etc.)

Pictures and blackboard illustrations.

Exports and imports.

America's new possessions; position, size, productions, commercial routes.

PHYSICS.

THREE-YEAR COURSE.

The work in Physics and Chemistry in the Freshman year is based upon an outline prepared for Science teaching in the grades, and consists not in the study of the subject-matter only, but of the manner of presentation also. No text-book is used, but, the class are required to keep careful notes of the work. The subjects are approached inductively so far as may be, and while less ground is covered by this than by the more usual text-book method, it is believed that the student gets more quickly and more thoroughly into the genuine scientific spirit than he otherwise would.

From time to time classes from the Practice School are brought before the class and given typical lessons or series of lessons, and thus the Normal School students are kept closely in touch, at the outset, with the children.

FALL TERM.

1. The lever and other simple machines studied *per se* and also as parts of completed machines; including a visit to some factory to see machinery in operation. Treated from the fourth grade point of view.

2. Study of the atmosphere; weighing the air, detecting atmospheric pressure, measuring the same; barometric variation; expansibility and compressibility; practical applications. Study of pumps, the siphon, and hydraulic press. As planned for fifth grade.

3. Study of light as intended for sixth grade. Shadows. to develop the idea of rectilinear propagation. Formation of images through small apertures. Photometry, using the shadow photometer. Study of reflection to develop the law of reflection, plane mirrors. Dispersion. Refraction of sodium light by a prism; refraction by water; lenses.

The telescope; the eye, defects and remedies; the camera.

WINTER TERM.

1. Heat, as outlined for the seventh grade. Expansion of liquids, solids and gases; the thermometer; convection, conduction, radiation; evaporation, condensation, distillation; heat as a motive power; Lord Worcester's "engine," the modern steam engine.

2. Magnetism. Polarity and law of magnets. Magnetic figures and lines of force. Magnetic dip and terrestrial magnetism. Induced magnetism and the electro-magnet.

3. Electricity. Making a simple cell, and study of one or two types of cells, as the gravity and LeClanche; polarization of cells. The effect on a magnetic needle of holding near it a wire-carrying current; development of the galvanometer, and its use. Heating and light-giving effects of a current; the incandescent and the arc light. Study of the motor, dynamo, telephone, and telegraph. Eighth grade.

CHEMISTRY.

THREE-YEAR COURSE.

1. Chemistry of burning. Study of a candle as regards drafts and products of combustion. Similarly study the lamp, stove, and furnace. Study of matches; the burning of sulphur and phosphorus. The safety lamp and fire-damp.

2. Chemistry of the air. Oxygen, nitrogen, water vapor and carbon dioxide as constituents; preparation and properties of each. Oxidation in animals and deoxidation in plants. Purity of air; Ventilation.

3. Chemistry of water. Its composition, its production by the burning of hydrogen. Electrolysis of water. Tests of drinking-water for hardness, sediment, organic matter. Water in the body and in plants.

4. Chemistry of cleaning. Solvents for grease, paint, etc.; removal of dust. Soap and its manufacture.

PEDAGOGY.

THREE-YEAR COURSE.

The work of the first five weeks will be mainly historical in its character, for the purpose of discovering some of the main influences that have resulted in present educational conditions. The remaining eight weeks will be devoted to the study of The Recitation.

DRAWING.

THREE-YEAR COURSE.

Two lessons each week, six terms.

FIRST YEAR.

First Term—(24 lessons.)

Study of flowers, fruits, vegetables, trees.

Principles of perspective in cylindric and rectangular objects.

Second Term—(24 lessons.)

Study of groups of objects.

Light and shade.

Construction—working drawings, patterns, constructive designs.

Third Term—(24 lessons.)

Composition in connection with construction, Representation, and Decoration.

Use of brush and ink and brush and color.

Flowers, sprays of leaves, etc.

Out-door sketching.

SECOND YEAR.

First Term—(24 lessons.)

Continued study of form in light and shade with pencil, pen and ink, and color.

Blackboard sketching.

Second Term—(24 lessons.)

Sketching from figure pose and use of pose in composition.

History of art — Egyptian, Greek, and Roman periods — Modern art.

Study of pictures in grades.

Third Term—(24 lessons.)

Methods—primary and grammar grades—Use of material, books, etc.

Water color—out-door sketching.

LATIN.

THREE-YEAR COURSE.

See outline for four-year course.

ENGLISH GRAMMAR.

THREE-YEAR COURSE.

The work in English Grammar for the three-year course covers the same ground as that for the two-year course; however, since two terms are devoted to it by the three-year pupils, a more detailed study of the subject is possible. The work is done inductively; that is, the sentence is the basis, and from it is gathered and classified the material of which the science called English Grammar is composed. The thought must be seen back of the sentence before this is possible.

Much attention is given to methods of presentation in the grades, through discussion in the class-room and actual work with the children of the Practice School. An important feature of the work is the examination of text-books in Grammar, both for the purpose of acquiring skill in interpreting authors and to judge of the merits of the book for use in the grades.

It will be observed that Latin is offered as an elective in the three-year course. The object in this is not, primarily, to introduce a culture study; it is rather to offer opportunity for further strengthening in English. The advantage of the study of an inflected language, such as Latin, is two-fold; first, one gains an insight into grammatical relations that can scarcely be attained from any other source; second, it not only offers opportunity for, but demands fine distinctions both in thought and expression. For outline of course see the statement of course in Latin.

The work in English Grammar for the three-year course is outlined as follows:

FIRST TERM.

I. Study of the sentence as a whole.
  1. The universal form of the sentence as governed by the nature of the thought.
  2. Sentences classified (1) on basis of purpose of utterance, (2) on basis of form as determined by the form of the thought expressed.

II. The three elements of the sentence; the characteristic word in each and how modified.

III. The material of which the sentence is composed classified under (1) substantive words, (2) attributive words, (3) relational words, (4) form and feeling words. The uses and modifiers of each.

SECOND TERM.

IV. Parts of speech. Subdivisions of general classes of words; properties; inflexional forms.

HISTORY.

THREE-YEAR COURSE.

For the three-year and four-year courses, the preparation presupposed is not as extensive as for the two-year course. Therefore, three terms of history are provided for students in the first mentioned courses.

The first term is devoted to a study of American history. Instead of a general survey of the whole field of our history, a limited number of topics is selected. Those typical in their character and those which, grouped together, give a view of great movements or important phases of our history, are the ones chosen. The great purpose of the term's work is not the acquisition of new facts, but rather the power to interpret facts. Keen interpretative ability is regarded as a fundamental of method.

The work of the other terms is substantially the same as that in the two-year course.

ALGEBRA.

THREE YEAR COURSE.

This course is intended for students who have had but limited training in algebra. The attempt is made to make a natural transition from arithmetic to algebra in respect to notation, principles, fundamental operations, and processes of solution of problems. Every effort is made to prevent the student from conceiving the algebraic operations as simply clever tricks. He is early taught to make sharp distinction between illustration and demonstration of mathematical truth, and is thus led into an appreciation of the exactness and rigor of the science.

FIRST TERM.

1. Algebraic notation.
2. The four fundamental operations.
3. Positive and negative numbers.
4. Factoring.
5. Common factors and multiples.
6. Fractions.

   (Chapters I—IX.)

   Text: Wentworth's New School Algebra.

SECOND TERM.

1. Discussion of the nature and importance of the Equation,—"the grand instrument of mathematical investigation;" explanation of the distinct steps in the various transformations of the Equation, tracing each step to the axiom upon which it rests.
2. Problems in fractional equations.
3. Comparisons of the methods of elimination; problems; discussion of problems.

   (Chapters X—XII.)
4. Involution and evolution; Application of Newton's Binomial Theorem to the extracting of the square and the cube roots of numbers.

   (Chapter XV.)

5. Theory of exponents; Radical expression.
   (Chapters XI—XVII.)
6. Quadratic equations, accompanied by demonstrations of the various methods of solving an affected quadratic equation; the character of the roots; relation of roots and coefficients; problems.
7. Ratio, Proportion, Variation.
   (Chapters XIX—XXI.)

MUSIC.

See two-year course.

BIOLOGY.

THREE-YEAR COURSE.

A statement of the general character and aims of the biological work will be found in connection with the outline for the Two-year Course. The four consecutive terms of biological study permit fuller consideration of many topics which are only touched upon in the shorter course. Laboratory exercises replace demonstrations, there is more field work, many additional subjects are treated, and more illustrative lessons are taught to classes from the Practice School. The fact that the work extends through two spring terms is of peculiar advantage to those who desire a more intimate acquaintance with the great variety of material at hand during this growing time of the year. Through the entire course a nature diary is kept, including bird calendar, flower calendar, tree calendar, etc.

NATURE STUDY.

SPRING TERM—(FIRST YEAR.)

(Numbers refer to weeks.)

I. A Study of Trees.

1–2. Trees in their winter habit. General form, method of branching, character of bark, leaf-bud and flower-bud. Tree calendar. Blossoms of elms and maples.

3. Birds—in their relation to trees. Identification and habits of arboreal birds. Birds as tree protectors.

4–5. Further studies on the awakening of the winter bud. Comparative study of bud habits in different trees. Blossom and seed. Sunlight and moisture as factors in shaping trees. Trees in their summer habit.

II. Experimental Plant Physiology.

6–7. The plant as related to moisture. Experiments in root pressure, osmosis, turgidity, transpiration, hydrotropism; root, stem and leaf as organized for these functions.

8–9. Influence of environment upon the growth of seedlings; "tropisms"; a study in the life relations of plants. Moisture, food supply, temperature, soil, light, gravity, etc., as determining factors.

III. A Study of Common Weeds.

10. How plants associate; plant societies; qualifications for membership; essentials of success. Meadow plants; identification of common weeds.

11. Birds—as weed destroyers. Identification and habits of birds of the field.

TEXT: Bailey's Elementary Botany; notebook, Atlas Science Tablet.

FALL AND WINTER TERMS—JUNIOR YEAR.

Practically the same as in the Two-year Course.

BOTANY.

SPRING TERM—(SECOND YEAR.)

1–2. Algae and fungi.

3. A study of underground stems.

4. Mosses.

5. Ferns.

6–7. Comparative study of common flowers.
8–9. The pine tree; life history; comparative study of evergreens; evergreen vs. deciduous trees.
10. A study of the clovers; nitrifying bacteria in the roots; "sleep" habits of leaves; inter-relations of flowers and insects.
11. A study of grasses.
12. Review.

Individual equipment required; Text, Coulter's Plant Studies; laboratory manual, Boyer's Elementary Biology; dissecting set; Atlas Science Tablet.

PSYCHOLOGY.

THREE-YEAR COURSE.

See two-year course.

RHETORIC.

THREE-YEAR COURSE.

Twelve weeks, forty-eight recitations.

The course includes a study of the (1) characteristics of the typical forms of discourse; (2) the qualities of style; (3) the principles of unity, coherence, and emphasis, in the sentence, the paragraph, and the whole composition.

The theme work will consist of studies in reproducing from memory, in developing from outlines, in summarizing and paraphrasing, and in original composition. Themes will be discussed in class on certain days of each week. The instructor will hold consultation hours for individual criticism. Three short themes will be required each week, and long themes at the instructor's discretion.

LITERATURE.

THREE-YEAR COURSE.

See two-year course.

CIVICS.

THREE-YEAR COURSE.

Two principal thoughts guide the work in civics. The first is that our political institutions are the result of an evolutionary process. The second is that certain fundamental principles have determined the character of our political institutions. In emphasizing and illustrating these ideas, the main facts in the structure of our government (local, state, and national) are brought out. The whole course is a practical illustration of method. Incidentally, specific methods are presented. Hinsdale's "American Government" is used as the basis of the work, but much collateral reading is done and special research is made.

GEOMETRY.

THREE-YEAR COURSE.

This course extends over two terms of twelve weeks each and includes plane and solid geometry. It is arranged for students who have had less than a year of work in the subject. The course follows in the main the method presented in the outline of the two-year course, but the additional time permits a more thorough and exhaustive study. It aims to secure logical thinking and clear and accurate expression. The text used is Wells's Essentials of Geometry.

FIRST TERM: PLANE GEOMETRY—(BOOK I–IV.)

Rectilinear Figures; The Circle; Theory of Proportion; Similar Polygons; areas of Polygons.

SECOND TERM—(BOOKS V–IX.)

Measurement of the Circle.

Solid Geometry; Lines and planes in space; Polyedrons; The Cylinder, Cone, and Sphere; Measurement of the Cylinder, Cone, and Sphere.

PHYSICAL GEOGRAPHY.

THREE-YEAR COURSE.

I. The earth as a member of the solar system. Effect of size, form, and motions of the earth.

Latitude and longitude.

Terrestrial magnetism.

II. The Earth as a structure.

1. Atmosphere—Distribution and variation of temperature over the earth, zones and seasons; winds; special consideration of trade, westerlies, monsoons, belts of calm, regions of high and low pressure, rainy belt, storms, etc.; distribution of rainfall; weather maps; climate.
2. Hydrosphere — Distribution and form of ocean basins; composition, temperature, and movement of ocean water; waves; their courses and consequences· their importance in modifying climate; tides; relation to lunar and solar forces; modification of oceanic tidal wave when running ashore; source, composition, and distribution of sediment on ocean floor. Economic products of the ocean.
3. Lithosphere.

   Classification of land forms.

   Plains, plateaus, mountains; volcanic structures; rivers and valleys; forms assumed by the waste of the land on the way to the sea; coastal lines.

   Study of the different land forms in various stages of development; form, origin, climate, products, habitation.

   Influence of climate on land forms.

   Humid climate; arid climate; glacial climate; ice and snow; ice sheets; their great extension in the recent past; economic importance of these features in the geography of North America and Europe.

III. Geographical factors in the history of man.

  Control of distribution of population; form, climate, resources, food supply, etc.

  Complete submission of savage races to geographical features. Progressive subjugation of obstacles and difficulties by more intelligent races. Location and growth of cities.

EXCURSIONS—Study of geography out-doors.

  Glacial topography; composition, depth, extent, economic value.

  Streams and valleys, drainage, slopes, lakes, falls, flood plains, etc.

LABORATORY AND LIBRARY.

  Collections of maps, models, diagrams, and photographs.

  Rapid blackboard illustrations.

  American geological and geographical literature.

  Works of travel and periodicals.

OBSERVATION AND TEACHING.

See two-year course.

PHYSICS.

WINTER TERM—THREE-YEAR COURSE.

HEAT—Methods of transfer of heat, measurement of temperature, effects of heat, calorimetry, the nature of heat, the steam engine.

LIGHT—Evidence that light travels in straight lines; speed of light; laws of reflection and refraction of light; lenses; optical instruments.

MAGNETISM AND ELECTRICITY—Natural magnets; the compass; law of magnets; the earth as a magnet; magnetic induction. Static electricity, conductors and non-conductors; positive and negative electrification; electro-static induction; lightning rods.

ELECTRIC CURRENTS—Methods of producing; the four properties of the electric current—chemical, thermal, magnetic, electro-dynamic.

LABORATORY WORK—Calibration of thermometers; coefficient of expansion of water and of iron; Law of Charles; determination of specific heat and of heat of fusion. Law of refraction of light; indices of refraction; focal lengths of lenses and mirrors. Mapping a magnetic field. Measurement of resistance, electro-motive force and current, using the galvanometer, Wheatstone bridge, etc.

CHEMISTRY.

THREE-YEAR COURSE.

The work in chemistry is largely laboratory work, sometimes preceded and sometimes succeeded by discussion in the recitation room. A thorough course in chemistry can hardly be given in one term, and the effort is rather to give the student an insight into chemical methods and philosophy than to give a large amount of information concerning what reactions take place. Included in the course are the following: A partial analysis of air; a strict and quantitative analysis of water; a study of sodium hydrate to learn at first hand what its constituents are; acids, bases, and salts and their relations; the determination of the atomic weight of zinc and of sodium; Avagado's law and the law of specific heats; electrolysis and dissociation.

PHILOSOPHY OF EDUCATION.

THREE-YEAR COURSE.

See two-year course.

THE FOUR-YEAR COURSE.

ENGLISH GRAMMAR.

The work in Geography and English Grammar is the same as that for the two-year course. The pedagogy, arithmetic, and science are the same as that of the three-year course.

LATIN, GERMAN, AND GREEK.

The prospective teacher will find the study of Latin, German, and Greek of advantage to him in various ways. The culture value of such study need not be dwelt upon; one can scarcely read the literature in these languages without imbibing some of the sturdy spirit of the Roman warrior and the artistic sense of the Greek or German orator and poet. In addition to this, a knowledge of an inflected language renders material assistance to the student of English grammar by imparting an insight into the structure of language in general which makes clear many hard points in his own. It gives him a knowledge of the WHY which aids in a mastery of the established principles of English grammar, and robs the discovery that authorities are sometimes at variance of much of its terror by giving him a broader basis on which to form an opinion. A careful study is made of the relations of these languages to English and to one another both in structure and vocabulary.

A course in comparative Etymology and Syntax is offered each winter term as an option with the work of the same term in fourth year Latin, or Greek, or German of the second year. It may be substituted for only one of these three branches.

LATIN.

FIRST YEAR.

FIRST TERM.—Study of inflectional forms and simpler constructions, with constant drill in vocabulary and comparison of Latin and English modes of expression. Careful attention is given to quantity of vowels.

SECOND TERM.—Further study of forms and constructions, and reading of easy Latin. Reading of Latin aloud intelligently.

THIRD TERM.—Cæsar's Commentaries, Book II, Chapters I—XI, with Prose Composition based on the same. A ready use of forms and knowledge of constructions used, an appreciation of Latin word arrangement, and smooth English insisted upon.

SECOND YEAR.

First Term.—Cæsar; the remainder of second book and first book, with Composition.

Second Term.—Cæsar, Books III and IV; also, either selections from other books of Cæsar or selections from Sallust's Cataline.

Third Term.—Cicero, Orations against Cataline I—III, with Prose Composition and a careful study of historical setting, argumentation, and literary style.

THIRD YEAR.

First Term.—Cicero, Fourth Oration against Cataline, Archias, and Manilian Law, or equivalents; Prose Composition.

Second Term.—Ovid; with study of poetic constructions, mythology, and scansion.

Third Term.—Virgil's Aeneid, Books I—IV; studied from a literary standpoint; much attention paid to narrative, mythology, and scansion.

FOURTH YEAR.

First Term.—Virgil's Aeneid, Books V and VI (six weeks) and Horace's Odes (six weeks); Horace's meters studied, and an effort made to catch the spirit of his poems; parallels found in English literature; some of the shorter odes committed.

Second Term.—Selected reading in Latin, whose purpose is to give a more comprehensive view of Latin literature; or

Work in Comparative Etymology, including a brief study of the history of the English language and its relation to the Latin, Greek, German, and other languages.

GERMAN.

FIRST YEAR.

First Term.—Study of principles of German Grammar, with much practice in pronunciation, reading, and speaking; reading of easy prose and poetry.

SECOND TERM.—Further study of Grammar; conversation and oral reproduction of easy stories; memorizing of several good short poems; reading and translation of Leander's Traumerei and Storm's Immensee, or equivalents.

THIRD TERM.—Grammar and Composition (once a week); critical study of Schiller's Wilhelm Tell or equivalent, with supplementary reading as time allows.

SECOND YEAR.

Critical study of the works of classical and modern authors. The reading will change from term to term to meet the needs of the students.

The following are suggested:

Schiller's Jungfrau von Orleans.
Schiller's Lied von der Glocke.
Lessing's Minna von Barnhelm.
Goethe's Hermann und Dorothea.
Goethe's Iphigenie.
Heine's Harzreise.
Lessing's Nathan der Weise.
Schiller's Wallenstein, Parts I and II.

Composition once a week.

For the work of the winter term of the second year, work in Comparative Etymology may be substituted.

GREEK.

FIRST YEAR.

FIRST TERM.—Study of forms and constructions, with rapid oral translation of short sentences from Greek to English, and vice versa.

SECOND TERM.—Further study of forms and syntax, and reading of a portion of the first book of Xenophon's Anabasis; reading of Greek aloud, both before and after translation.

THIRD TERM.—Completion of first book of Anabasis, with much drill in Prose Composition.

SECOND YEAR.

First Term.—Second book of the Anabasis and selections from the Hellenica.

Second Term.—Selections from Herodotus, with constant drill in forms of Attic dialect; Timayenis's History of Greece included as collateral reading; or

A term's work in Comparative Etymology may be substituted.

Third Term.—Homer's Iliad, Books I–III, with selections from books IV, V, and VI; study of Ionic dialect; scansion; reading of entire Iliad in English, with study of literary style.

SCHOOL ORGANIZATION AND MANAGEMENT.

All of senior year in each course one hour a week.

I. School Organization.

  A. Nature, scope, scheme how determined—theory of free Public Schools—relations to state and individual.

  B. Parties to School organization; taxpayers and parents; the child—conflicting interests and demands—how co-ordinated and harmonized. Board of Education—functions. Teacher; relations, equipment, spirit.

II. School Management.

  How determined: Schools must shape themselves, both in conditions set up and processes conducted, conformably to demands of child's development.

  1. Growing out of laws of physical nature as discovered in Physiology and applied in Hygiene and Sanitation.

  2. Growing out of laws of mental nature as found in Psychology and applied in Pedagogy.

3. Growing out of laws of spiritual nature as formulated and applied in Ethics.

   End: Character and capacity. "Not simply good, but good for something."

III. School Hygiene.—Shaping the school conformably to the laws of the child's physical nature.

A. School environment—grounds—building; construction—arrangement—care.

B. Ventilation—necessity based on vital processes—elements of problem—physical laws involved—devices, appliances and schemes—special construction—expedients and make-shifts.

C. Lighting—Defects of vision prevalent—effects—school room causes: bad lighting, bad management, bad habits and postures. Watchcare—tests. Proper lighting: amount, distribution and arrangement of lighting area. Control of light—special construction—curtains and shades—choice; hanging and manipulation.

D. Seating—Evils of prevailing methods. Determining conditions of proper seating—model desks. Habits and postures of pupils at desks—relief measures.

E. Fatigue—nature—normal and abnormal—results—waste of effort under conditions of fatigue. School-room conditions producing fatigue—remedies. Pathological conditions producing fatigue—detection—treatment. School program in relation to fatigue and rest.

F. Infectious and contagious diseases—conditions and sources of infection—precautions.

IV. Course of Study—Shaping the school to the laws of the child's mental nature.

  A. As determined by social organization—present actualities—social ideals—problem of adjustment of individual. Content.

  B. As determined by laws of mental development. Line of evolution of the course. Correlation of studies—concentration—isolation. Co-ordinate groups—sub-ordinate groups—classification by external (formal) relations—content and form studies.

  Order of studies—order of developing interests—culture epochs. Educational values of various studies—intellectual, aesthetic, ethical—place in the curriculum—order and mode of development.

  C. The day's program—correlation—dynamic—how made effective in unfolding of subject, in the instruction of the child—planned and incidental correlations—order of studies—conserving physical energies of children—relative fatigue of various studies.

  Apportionment of time—occupation—home work, amount and character.

  Rests—character and distribution.

  D. The Recitation.

V. Classification and gradation of pupils—necessity—advantages and disadvantages. Basis—technical and rational.

Promotions—when? "The Lockstep of the Public School." Dangers in frequent promotions—element of time in accomplishing course of study. Promotions—how? basis—records—tests—value,—place and nature of examinations. Marking—keeping records—making reports to parents.

School Discipline.—Shaping the school comformably to the laws of the child's spiritual nature.

- I. Elements of the problem.
  - A. General: child a developing moral being—moral notions to be formed—process: one of rational conduct, not of repressive control—constructive, based on experiences—preventive care—corrective over-sight. Teacher's task: training pupils to behavior.
  - B. Social element:—Rise of moral notions—conduct a matter of bearing toward surroundings—adjustment to environment. "Education; organizing resources into power of conduct to fit social and physical world; organization of acquired habits of conduct and tendencies to behavior."
  - C. Biological elements:—"Man an organism for reacting on impressions"—re-actions, native and acquired—interrelations—bad re-action better than none—conduct a compound of impulses and inhibitions—inhibition by repression and inhibition by substitution. "Education: bringing mass of possible re-actions into rational control!"
  - D. Physiological elements:—health, fatigue, school and home environment as affecting conduct.
- II. Moral Training, how effected.
  - A. School associations—community of ideals and interests — social limitations — co-operation vs. competition—democratic spirit: "Not I'm as good as you; but you're as good as I."
  - B. School Management (internal). School-room order — economy — standards — spirit. Pupil Government.

School atmosphere — determined by teacher — elements; orderliness — industry — clearness of understanding—good cheer—culture and refinement—sympathy—not ''coddling,'' etc.

School-room faults; restlessness—'' pottering ''—whispering, etc.

School-room vices: truancy — lying —thieving—profanity and obscenity—quarrelsomeness, etc.

Punishment:— spirit — limitations — character — punishments, proper and improper—time and place.

C. School instruction. Intelligence and moral tone—moral qualities discovered and dealt with in school studies—forming moral judgments—perceiving and doing—course of study in its bearing on the will. Shaping ideals—personality of teacher—''character teaches above our wills''—value of History: admonition, inspiration; of Literature, refined discrimination. End: ''That good taste which is the conscience of the mind; that conscience which is the good taste of the soul.''

COURSE OF STUDY IN THE GRADES.

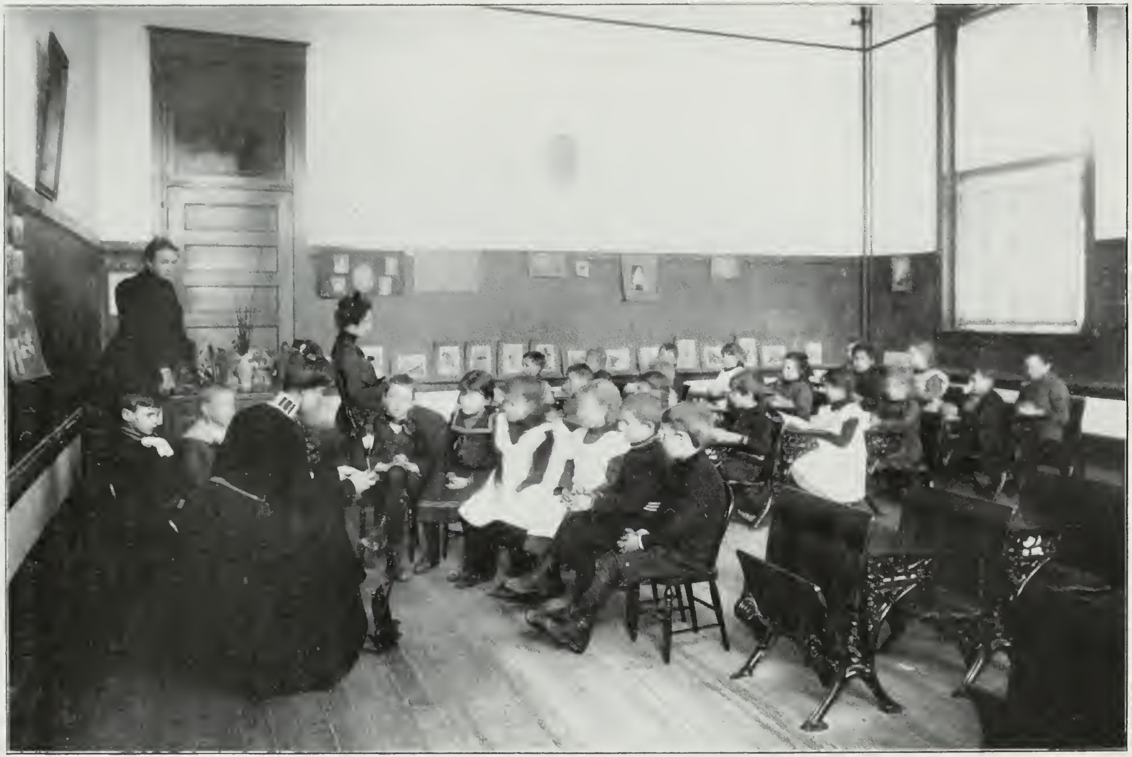
The Reading and Literature of the first three grades is divided into two parts: the reading proper, which consists of various exercises from the board and from books in order to master the symbols and word-forms; and the oral work in stories. The stories are told and reproduced as the best mode of introducing to the simpler forms of literature. The reading of such stories follows rather than precedes the oral work.

The folk-lore stories, Robinson Crusoe, and the best myths are chiefly used for oral work in the first three years. As soon as children have begun to acquire facility in reading they are chiefly occupied during the reading exercises, in reading the best English classics suited to their age, as Hawthorne's Wonder Book, Kingsley's Greek Heroes, Hiawatha, King of the Golden River, Tales of the White Hills, Snow Bound, Courtship of Miles Standish, Birds and Bees, Merchant of Venice and other books of the best authors.

In the first three grades several varieties of construction work, as molding in clay and paper cutting, are regularly used, and incidental number work associated with these activities. The regular number work begins toward the close of the second year. Geography proper is begun with the study of home places, industries and products in the third grade. Excursions for this purpose are made to the creek and to fields, to blacksmith and other shops and the lessons are carefully worked over.

The fourth and fifth grade geography takes up the chief types of geographical material in the United States and North America. The lessons are chiefly oral, while abundant use is made of maps and of quick outline sketching of maps.

Outlines are kept by each child of all important topics studied. The sixth and seventh grades are devoted chiefly to



PRIMARY SCHOOL.

the study of Europe and the other grand divisions and geographies and reference books are much used. In nearly all the geography classes the children recite only on alternate days.

The natural science studies are planned for every grade. Plant and animal life predominates in the first four grades, but weather study and other topics from nature also receive much attention.

The topics from physical science are much employed in the grades from five to eight. Topics of Hygiene and the effects of alcoholic drinks are regularly treated and a series of practical topics is used showing the application of natural science to life as in such topics as foods and food adulteration, bacteria and their relation to health and disease, ventilation, clothing, etc.

The science lessons are given but two or three days each week.

The lessons in American history begin regularly in the fourth grade with the early stories of adventure and exploration in the Mississippi Valley, and later (in the fifth grade) extend to the stories of the early settlements in the east, to Columbus, Magellan, etc. The stories are generally told orally by the teacher, discussed in class and reproduced, with abundant use of maps and drawing. In the sixth grade the more systematic and chronological order of history studies is begun with Colonial history, followed by the War of the Revolution and the administrations under the Constitution in the seventh and eighth grades.

The history lessons require but two or three recitations a week. Outlines of the work are kept by the children.

The language lessons, while taking a regular period, are made tributary to the work of science, history and geography in the fourth, fifth and sixth grades.

Systematic grammar is not begun until the seventh grade and then two years of rigorous work in technical grammar are required.

The drawing in primary grades is used chiefly as a simple primitive means of expression and associated as closely as possible with the studies in nature, in story, and in constructive work. Considerable effort is made in intermediate grades to keep up this close connection between drawing and the needs of expression, although more systematic efforts at correct ideas and habits of drawing are also made.

Regular exercises in written spelling are given based upon lists of words taken from the other studies. Writing lessons are also given in intermediate grades and in grammar grades, but are dropped as soon as the children acquire a good hand.

In intermediate and grammar grades optional shop work in manual training has been given both to boys and girls, partly at the noon hour and partly during school hours. The children have constructed many shelves, book cases and other things of use in the schools or in illustration of lessons.

Songs and musical exercises have been used in all the grades partly for opening exercises and partly to secure a knowledge of musical notation.

A full course of study as defined by the Superintendent and Board of Education for DeKalb is used as a definite outline of work for teachers in the various grades and subjects.

STUDENT TEACHERS, 1900–1901.

A "class credit" is given for teaching one hour a day for a term; a "room credit," for the care of a room for a half day for a term.

	CLASS CREDITS	ROOM CREDITS
Adams, Mildred	2	..
Allen, Ada H.	2	..
Allen, Ethel M	1	..
Anderson, Emma M	2	..
Atkinson, Margaret L	3	..
Balch, Blanch W	1	1
Banks, Eleanor H	2	2
Bayley, Mary A	1	..
Bennett, Frank L	4	..
Beverly, Rhoda M	3	1
Bodenschatz, Emily C	1	1
Bowler, Margaret W	1	..
Brainard, Ethelyn	1	..
Brandt, Grace M	1	..
Bratton, Maude E	1	1
Brock, Agnes C	1	1
Brundage, Kate A	1	..
Burns, Gertrude M	2	..
Carpenter, Bertha E	2	2
Clift, Mildred G	1	1
Cody, Mary E	2	1
Colton, Carrie G	1	..
Cornell, Edward M	3	1
Cunniff, Emma C	2	..
Daehler, M. Elizabeth	3	1
Dannhorn, Lena S	1	..
DeYoung, Richard G	..	2
Doolittle, Elnora A	3	2
Duffey, Margaret L	1	1
Dunning, Jessie M	3	..
Eades, Jessica M	2	3
Eakin, Mrs. Margaret J	2	1
Eakin, Edna V	2	..
Ekdahl, Nellie	..	3
Evans, Genora L	1	..
Farr, Elsie F	1	2
Fedou, Helene M	1	2
Ferguson, Mabel G	2	..
Ferris, Birdie X	4	..
Fitzgerald, Margaret	1	..
Foster, Nellie M	1	1
Frederick, James I	1	..
Gagin, Mary I	3	..
Gallagher, Isabella A	2	..
Gardner, Margaretta M	2	..
Garretson, Alice I	1	..
Garretson, Mary V	2	..
Garrity, Anna J	1	..
Gilpatrick, Mabel E	..	2
Givens, George S	1	..
Goodyear, Bertha D	1	..
Graham, Susan E	1	..
Greene, Helen M	1	..
Greenough, Charles W	2	1
Gregory, Lottie B	1	..
Griffith, Katharine M	2	1
Hamm, Mary H	1	1
Harbour, Anna E	1	..
Hatch, Hattie E	..	2
Hatch, Rose L	..	2
Hausen, Henry W	1	..
Hayes, Leonora B	1	..
Hennings, Stella A	2	2
Herndon, Lena	4	2
Hipple, Edgar E	1	..
Hiscock, Georgia E	2	..

	CLASS CREDITS	ROOM CREDITS
Huber, Crescenta	4	..
Hugett, Hatty V.	1	..
Jordan, Estella M.	2	1
Kays, Victor	1	1
Kelly, Mary I.	2	..
Kemler, Minnie	1	2
Krueger, Edith L.	1	1
Lascelles, Ida B.	1	1
Lee, Eva G.	3	1
Leitch, Marion L.	..	1
Lenehen, Carolyne	1	..
Lilley, Marian A.	1	½
Lilliston, Blanche	1	..
Lloyd, William R.	..	3
Lowman, Charles E.	1	2
Lucas, Paul J.	1	..
Lyons, Elizabeth E.	2	1
Lyons, Louise G.	2	..
McMillan, Helen	2	2
McBride, Charlotte M.	..	1
McCleary, Lepha G.	1	..
McNevin, Katherine W.	1	.
Madden, David D.	2	..
Meyer, Julia E.	..	3
Mitchell, Julia D.	1	..
Mofet, William R.	1	..
Moore, Etta J.	1	..
Mosey, Gertrude B.	1	..
Murtfeldt, Minnie A.	1	2
Myers, Nettie D.	1	1
Nelson, Sena C.	4	..
Ness, Henry	2	..
Newberry, Florence E.	..	½
Nilson, Elsie U.	..	1
Obye, Katharine H.	3	2
Ogden, Ada V.	2	..
O'Toole, Josephine F.	1	..
Paeper, Clara A.	1	..
Patchin, Ethel M.	3	1
Patten, Elizabeth M.	3	2
Phalen, Irene A.	4	2
Phillips, Ethel M.	1	1
Phillips, Eugene M.	3	1
Pohl, Minnie H.	2	..
Porcheur, Eugene F.	2	..
Postle, Sara A.	1	..
Poust, Roy M.	3	..
Pratt, Ada A.	2	..
Ragland, Lewis W.	3	..
Reed, Edna B.	2	..
Reichardt, John H.	1	..
Reiterman, Ethel	1	..
Rice, Ethel V.	1	..
Richardson, Alice M.	1	..
Robinson, Agnes G.	2	..
Rowley, Edith	2	..
Scott, Clara L.	2	2
Scott, Grace	1	..
Seamans, Mabel K.	3	..
Shields, Dorothy	2	..
Sill, Edna M.	2	..
Smith, Eda V.	2	1
Smith, Mary M.	1	1
Sovereign, Edith P.	1	..
Spence, Olive A.	2	2
Spoor, Ora	..	1
Stewart, Helen A.	1	1
Stiles, Mabel B.	2	..
Stuart, Alta D.	1	..
Taylor, Elizabeth	..	3
Tazewell, Edna M.	2	..
Volstorff, Mary E.	2	..
Wagner, Lillian E.	1	1
Waldron, Rachel	1	1
Walters, Cora V.	3	1
Watson, Edith M.	1	..
White, Adda M.	4	..
Williams, Bertha M.	2	..
Wilson, Abbie J.	1	..
Wilson, May M.	1	..
Wiltse, John	2	..
Woodman, Edith M.	1	..
Wright, Ivy S.	4	1

STUDENTS.

I. SPECIAL STUDENTS.

NAME.	COUNTY.	TOWN.
Clark, Herbert F	DeKalb	DeKalb
Eades, Jessica Margaret	LaSalle	Streator
Eakin, Mrs. Margaret Janet	Kane	Elgin
Lilliston, Blanche		Paris, Kentucky
Murra, Finn	DeKalb	DeKalb
Munch, Celia Frances	Will	Joliet
Pohl, Minnie Henrietta	Boone	Belvidere

II. SENIORS.

NAME.	COUNTY.	TOWN.
Baker, Lou	McLean	LeRoy
Banks, Eleanor Hannah	Kane	Elgin
Bennett, Frank LuVerne	DeKalb	Cortland
Beverley, Rhoda May	Kane	Elgin
Brock, Agnes Cecelia	DeKalb	DeKalb
Carpenter, Bertha Ella	Kendall	Plano
Cornell, Edward Mayberry	Kane	Aurora
Crosby, Alice	Henry	Kewanee
Daehler, Maria Elizabeth	Carroll	Chadwick
De Young, Richard Gerrit	Cook	Chicago
Doolittle, Elnora Angeline	Kane	Aurora
Duffey, Margaret Laura	DeKalb	DeKalb
Dunning, Jessie Margaret	Kane	Aurora
Ekdahl, Nellie	Whiteside	Union Grove
Ferris, Birdie Xaripha	Whiteside	Rock Falls
Gagin, Mary Isabel	Whiteside	Sterling
Gilpatrick, Mabel Ethel	Kendall	Plano
Greenough, Charles Weston	McLean	Cooksville
Hamm, Mary Helen		Beaver Falls, Pa.
Hatch, Hattie Estelle	DuPage	Lisle
Hatch, Rose Louise	DuPage	Lisle
Hennings, Stella Alice	Kane	Dundee
Herndon, Lena	Bond	Reno
Huber, Crescenta	LaSalle	LaSalle
Jordan, Estella Maria	DuPage	West Chicago

NAME.	COUNTY.	TOWN.
Lascelles, Ida Belle	Boone	Capron
Lee, Eva Grace	LaSalle	Triumph
Lloyd, William Riley	Cook	Chicago
Lowman, Charles Elliott	Carroll	Lanark
MacMillan, Helen	Cook	Chicago
McBride, Charlotte Mabel	Lake	Rockefeller
Meyer, Julia Edna	DeKalb	Kirkland
Murtfeldt, Minnie Augusta	Winnebago	Rockford
Myers, Nettie Daisy	Carroll	Chadwick
Nelson, Sena Christine		Cherokee, Iowa
Obye, Katharine Helen	Jo Daviess	Galena
Patten, Elizabeth May	DeKalb	DeKalb
Phalen, Irene Anastacia	McHenry	Harvard
Phillips, Eugene Martin	Stephenson	Damascus
Poust, Roy Merton	DeKalb	Kingston
Ragland, Lewis Washington	McLean	Bellflower
Scott, Clara Leah	Rock Island	Moline
Spence, Olive Anna	Cook	Oak Park
Smith, Mary Mabell	Cook	Oak Park
Taylor, Elizabeth	Whiteside	Morrison
Watson, Edith May	Kane	Kaneville
Walters, Cora Viola	Kane	Elgin
White, Adda M.	DeKalb	Genoa
Wright, Ivy Stuart	Kane	Aurora

III. STUDENTS WHO HAVE FINISHED ONE YEAR'S WORK OR MORE IN THE TWO-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Adams, Mildred	McHenry	Marengo
Allen, Ada Hayward	Kane	Aurora
Allen, Ethel Maude	Kane	Elgin
Anderson, Emma Marie	Kane	Aurora
Bayley, Mary Alice	LaSalle	Tonica
Brandt, Grace Marie	Kane	Elgin
Bratton, Maude Ethel	Kankakee	Kankakee
Cody, Mary Elizabeth	Kane	Aurora
Ferguson, Mabel Gertrude	Cook	Harvey
Fitzpatrick, Maggie	McHenry	Marengo
Frederick, James Iran	Ford	Paxton
Grunewald, Emma Doretta	Winnebago	Rockford
Hayes, Leonora Blanche	Whiteside	Sterling
Kelly, Mary Irene	Kane	Elgin
Kemler, Minnie	Kane	Elgin
Malone, Edward Philip	DeKalb	Sycamore

NAME.	COUNTY.	TOWN.
Paeper, Clara Agnes	Kane	Elgin
Porcheur, Eugene Francis	LaSalle	Ottawa
Postle, Sara Anne	Kane	Aurora
Pratt, Ada Alila	Kane	Elgin
Rady, Agnes Teresa	Cook	Blue Island
Rice, Ethel Vreeland	Cook	Chicago
Robinson, Agnes Gertrude	Will	Joliet
Rowley, Edith	DeKalb	Sycamore
Rowley, Lizzie	DeKalb	Sycamore
Seamans, Mabel K	Kane	Elgin
Sovereign, Edith P	Winnebago	Rockford
Stiles, Mabel Bartlett	Kane	Elgin
Volstorff, Mary Elbertine	Kane	Elgin
Williams, Bertha Minnie		Bedford, Iowa
Woodburn, Edith May	Kane	Elburn

IV. STUDENTS WHO HAVE FINISHED TWO TERMS' WORK BUT NOT THREE IN THE TWO-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Atkinson, Margaret Louise	Rock Island	Moline
Balch, Blanch Winnifred	Kane	Elgin
Baxter, Mary Maude	Ogle	Rochelle
Bodenschatz, Emily Christine	Kane	Elgin
Burns, Gertrude Margaret	Cook	Chicago
Eakin, Edna Verlina	Kane	Elgin
Fedou, Helene Marie	Kane	Elgin
Foster, Nellie Mae	Kendall	Plano
Garretson, Mary Vance	DeKalb	DeKalb
Gregory, Lottie Bell	Rockford	Winnebago
Krueger, Edith Lydia	Kane	Elgin
Lilley, Marian Adriance	Kane	Aurora
Mitchell, Julia Dot	Cook	Chicago
Mofet, William Raynor	Lake	Millburn
Nilson, Elsie Urania	DeKalb	Sycamore
Patchin, Ethel May	Kane	Batavia
Philbrook, Mrs. Maud Simmons	Ogle	Rochelle
Reed, Edna Belle	Cook	Chicago
Reiterman, Ethel	Cook	Chicago
Sanford, Louis Rantzeau	DeKalb	Sycamore
Shields, Dorothy	Kane	Aurora
Stewart, Helen Amanda	Kane	Elgin
Wagner, Lillian Elizabeth	Kane	Batavia
Waldron, Rachel	Cook	Chicago
Young, Florence Edith	Kane	Aurora
Zilligen, Mamie	Cook	Riverdale

V. STUDENTS WHO HAVE COMPLETED LESS THAN TWO TERMS' WORK IN THE TWO-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Benedict, Mrs. Cora E	Kane	Elgin
Boller, Ida Amelia	DeKalb	Hinckley
Brainard, Ethelyn	Cook	Chicago
Dannhorn, Lena Sophia	Kane	Elgin
Evans, Genora Lillian	Kane	Aurora
Fowler, Harriet	Kane	Aurora
Gallagher, Margaret Genevieve		West Point, Neb.
Gardner, Margaretta May	LaSalle	Mendota
Hardy, Rena Cassie	Winnebago	Rockford
Laughlin, Nellie Ethel	Kane	St. Charles
Leitch, Marion Lockhart	Whiteside	Rock Falls
Moore, Etta Jane	Kane	Elgin
Reed, Iola Delia	Will	Lockport
Richardson, Alice Mary	Kane	Elgin
Robbie, Mary Smith	Kane	Aurora
Sill, Edna Marguerite	Kane	Elgin
Smith, Gertrude Louise	McHenry	Marengo
Smith, Lydia	Kane	Plato Centre
Spoor, Ora	Rock Island	Cordova
Sullivan, Mary Helen	Kane	Maple Park
Wing, Maria Eloise	Peoria	Elmwood

VI. STUDENTS WHO HAVE COMPLETED TWO YEARS' WORK OR MORE IN THE THREE-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Brundage, Kate Anne	DeKalb	Malta
Dunbar, Pearl Alma	Bureau	Dover
Garrity, Anna Julia	LaSalle	Triumph
Hiscock, Georgia Edna	Ogle	Creston
Hugett, Hatty Viola	Kane	Batavia
Kays, Victor	Putnam	Magnolia
Lenehen, Carolyne	Kankakee	Manteno
Lyons, Elizabeth Ethel	Kane	Aurora
Lyons, Louise Gertrude	DeKalb	DeKalb
Madden, David Durand	Stephenson	Damascus
Ness, Henry	DeKalb	Shabbona
Phillips, Ethel Mae	McHenry	Hebron
Smith, Eda Vina	Kane	Carpentersville

VII. STUDENTS WHO HAVE COMPLETED ONE YEAR'S WORK OR MORE BUT NOT TWO YEARS, IN THE THREE-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Bergquist, Esther Elizabeth	DeKalb	DeKalb
Clift, Mildred Gregory	Marshall	Henry
Colton, Carrie Gertrude	DeKalb	Waterman
Cunniff, Catharine Emma	Whiteside	Sterling
Dowdall, Leonora Emily	DeKalb	DeKalb
Eck, May Barbara	LaSalle	Troy Grove
Farr, Elsie F.	Livingston	Saunemin
Gallagher, Isabella Anna	DeKalb	DeKalb
Garretson, Alice Irene	DeKalb	DeKalb
Givens, George Sanford	DeKalb	DeKalb
Graham, Susan E.	DeKalb	Victor
Gross, Lena	LaSalle	Serena
Haight, Harriet Albertine	DeKalb	Sycamore
Harbour, Anna Eliza	Kane	Sugar Grove
Hausen, Henry Warren	Lee	Franklin Grove
Hipple, Edgar E.	DeKalb	Waterman
Johnson, Mattie B	DeKalb	Malta
Lewis, Nannette Mary	Ogle	Creston
McCleary, Lepha Gertrude	Carroll	Fairhaven
McNevin, Katherine Winifred	Kane	St. Charles
Newberry, Florence E.	DeKalb	DeKalb
Ogden, Ada Viola	Ogle	Rochelle
Ransom, Nellie M.	DuPage	Gretna
Reichardt, John Henry	LaSalle	Troy Grove
Scott, Grace	Cook	LaGrange
Stetzler, Loyd Livingstone	Stark	Duncan
Wheaton, Elsie M.	Livingston	Saunemin
Wheeler, Maude Elgivia	Lake	Libertyville

VIII. STUDENTS WHO HAVE COMPLETED LESS THAN A YEAR'S WORK IN THE THREE-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Andrew, Lulu Mabel	Christian	Pana
Armour, Edith Adelaide	DeKalb	DeKalb
Birdsall, Edith May	Ogle	Rochelle
Bowler, Margaret Wilfrieda	Will	Joliet
Bratton, Grace Isabel	Lee	Franklin Grove
Brezer, Mollie Christina	Boone	Belvidere
Brode, Nellie May	LaSalle	Mendota
Burchim, Eva Abigail	DeKalb	Somonauk
Clark, Emma Frances	Ogle	Kings
Claxton, Grace Clare	DeKalb	Malta

NAME.	COUNTY.	TOWN.
Cornell, Noah Pike	Kane	Sugar Grove
Crosby, Margaret M	Kane	Maple Park
Dailey, Lawrence Milton	Ogle	Flagg
Emery, Carrie Lavina	Boone	Capron
Ferris, Daisy May	Whiteside	Tampico
Callagher, Loretto L	DeKalb	Hinckley
Greene, Helen May	Whiteside	Prophetstown
Griffin, Grace Marie	DeKalb	Shabbona Grove
Harwood, Esther Jane Viola	DuPage	Wayne
Harwood, Ethel Annette	DuPage	Wayne
Hoffman, Minnie F	Ogle	Monroe Center
Hopkins, Helen Martha	Winnebago	Rockton
Johnson, Elma May	Lee	Pawpaw
Kingsbury, Mrs. Stella E	DeKalb	DeKalb
Laverty, Frankie Adelle	DeKalb	Kingston
Lloyd, Olive Ophelia	DeKalb	Malta
Loucks, Harriett Pearle	DuPage	Wayne
Lucas, Matilda	DeKalb	Malta
Lucas, Paul Jackson	Boone	Belvidere
McDermott, Margaret	Ogle	Rochelle
McDonald, Ella Josephine	Bureau	Arlington
McElvania, Verna M	Bureau	Walnut
Mentch, Vera Lila	McHenry	Cary Station
Miller, Carl Wood	Ford	Paxton
Miller, Maude	Lee	Rochelle
Mosey, Gertrude Bessie	LaSalle	Leland
O'Neil, Nora Irene	Lee	Steward
O'Rorke, Katie Agnes	Ogle	Rochelle
O'Toole, Josephine Frances	LaSalle	Mendota
Quick, Albert	Rock Island	Cordova
Radcliffe, Mary Viola	DeKalb	Malta
Reynolds, Margaret Gertrude	Ogle	Rochelle
Reynolds, Ross Elmer	Rock Island	Foster
Rich, Nellie	DeKalb	DeKalb
Sarbaugh, Edith Elizabeth	DeKalb	Waterman
Shortell, Dan E	Henry	Kewanee
Smith, Georgiana	Jo Daviess	Elmoville
Studer, Emma Elizabeth	Lake	Gurnee
Swanson, Amy Elmira	Hancock	Augusta
Swanson, Josephine Amelia	Winnebago	Roscoe
Wheeler, Minnie Elizabeth	DuPage	Yorkville
Wichman, Hannah	Stephenson	Damascus

IX. STUDENTS WHO HAVE COMPLETED ONE YEAR'S WORK OR MORE IN THE FOUR-YEAR COURSE.

NAME	COUNTY.	TOWN.
Goodyear, Bertha Delphine	DeKalb	DeKalb
Griffith, Katharine	Lee	Ashton
Stetzler, Edwin S	Stark	Duncan
Stuart, Alta D.	DeKalb	Kingston
Tazewell, Edna May	DeKalb	Kingston
Tazewell, Zada Z.	DeKalb	Kingston
West, Susan Luella	DeKalb	DeKalb
Wilson, Abbie Jean	Kane	St. Charles
Wiltse, John	DeKalb	Cortland

X. STUDENTS WHO HAVE COMPLETED LESS THAN ONE YEAR'S WORK IN THE FOUR-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Burkman, Lillian Marie	Winnebago	Roscoe
Fahr, Lola Mae	Stephenson	Winslow
Schairer, Ruby Mae	Kane	Burlington
Wilder, Clarence Jay	DeKalb	DeKalb
Wilson, May Maude	DeKalb	Sycamore

STUDENTS WHO ATTENDED THE SUMMER TERM, JUNE 24 TO JULY 26, 1901.

NAME.	COUNTY.	TOWN.
Ackert, J. Edward	Lee	Dixon
Allen, Maude	Kane	Elgin
Anderson, Hannah	Kane	Geneva
Austin, Erma	Whiteside	Lyndon
Baker, Clare	Livingston	Dwight
Baldwin, Bertha	McHenry	Nunda
Barmore, Lillian M	Boone	Belvidere
Barradell, A E	Whiteside	Prophetstown
Barthel, Mamie	LaSalle	Earlville
Beal, Mary I	Boone	Blaine
Beinlich, B. A.	Cook	Barrington
Bennett, Bessie M	Whiteside	Fulton
Bennett, Frank L.	DeKalb	Cortland
Benney, Alma	LaSalle	Streator
Bird, Nellie R.	Warren	Little York
Birkland, Martha	Kendall	Newark
Blair, Effie	Stark	Wyoming
Bodenshatz, Emily	Kane	Elgin
Bouton, J. R	Marshall	Sparland

NAME.	COUNTY.	TOWN.
Bowdish, Katharine E	Boone	Belvidere
Braffett, Essie	Kane	Aurora
Bray, Lillie V	LaSalle	Oglesby
Brewster, W. H	Kankakee	Grant Park
Brown, Lottie	DeKalb	Genoa
Bryans, Ella	Warren	Kearsage
Burke, Katie	Lake	Steward
Burkman, John	Winnebago	Roscoe
Burkman, Lillian	Winnebago	Roscoe
Byrne, Christopher J	LaSalle	Ottawa
Carmichael, Harriet	Kankakee	Kankakee
Carney, Mabel	LaSalle	Marseilles
Cary, Bessie	Boone	Belvidere
Clark, Herbert F	DeKalb	DeKalb
Cleveland, May	LaSalle	Earlville
Cooley, Mary A	Cook	Arlington Heig'ts
Cooper, Annie	Livingston	Long Point
Cooper, Clara	Livingston	Long Point
Coultas, W. W	DeKalb	Courtland
Courval, Mary	LaSalle	Streator
Coy, D. F	DeKalb	Shabbona
Cronk, Rubena	Boone	Belvidere
Dallam, Daisy	McDonough	Macomb
Davis, Cora	LaSalle	Earlville
Dewey, Jessie M	DeKalb	Somonauk
Downing. Osia	DeKalb	Genoa
Downs, Letta I	Carroll	Lanark
Eakin, Edna V	Kane	Elgin
Earle, Clifford	DeKalb	DeKalb
Ely, Chas. P	Kankakee	St. Anne
Emerson, Jessie	Ogle	Chana
Emery, Lena	LaSalle	Streator
Evans, Lettie A	LaSalle	Streator
Fahrney, Florence K	Kane	Geneva
Fenn, Sara H	Kane	Geneva
Fitzgerald, Mary	DeKalb	DeKalb
Frame, Bessie	Woodford	Eureka
Frybarger, Mollie	Stephenson	McConnell
Fulkerson, Jessie B	DeKalb	Kingston
Gallagher, Anna	LaSalle	Mendota
Gallaher, Emily	Jo Daviess	Warren
Gardner, Margaretta M	LaSalle	Mendota
Gault, F. W	Whiteside	Fulton
Gillett, Grace	Kane	Aurora

NAME.	COUNTY.	TOWN.
Ginn, Mariam	Jo Daviess	Galena
Given, Melissa	LaSalle	Streator
Goodyear, Bertha D	DeKalb	DeKalb
Greenough, Charles W	McLean	Cooksville
Griffith, Katharine M	Lee	Ashton
Gustafson, Esther	DeKalb	New Lebanon
Hall, A. E	LaSalle	Serena
Hamm, Grace		Beaver Falls, Pa.
Haskins, Marion B	Boone	Belvidere
Haskins, Maude	Boone	Belvidere
Hastings, Edith	Ogle	Oregon
Higgins, Florence	Cook	Arlington Heights
Hill, Bertha	LaSalle	Streator
Hill, Rose	LaSalle	Streator
Hodge, John	Lake	Rockefeller
House, Anna	Kendall	Elizabeth
Howe, Elsie	McHenry	McHenry
Humphrey, W. G	Iroquois	Iroquois
Hynds, Julia	Grundy	Morris
Hynds, Mary	Grundy	Morris
Iunghuhn, Mabelle		Beloit, Wis.
Johnson, Minnie	Bureau	Princeton
Kelly, Loreto	Grundy	Morris
Kelly, Mary I	Kane	Elgin
Kemler, Minnie	Kane	Elgin
Kiehle, Shirley	Lake	Waukegan
Kuhn, Retta	Kane	Batavia
Lace, Marion M	Winnebago	New Milford
Laughlin, Mae	McDonough	Macomb
Law, Hattie E	Carroll	Savanna
Leekley, J. G	Jo Daviess	Nora
Leitch, Marion L	Whiteside	Rock Falls
Leonard, Ida	LaSalle	LaSalle
Lewis, Nannette M	Ogle	Creston
Lindsay, Margaret	LaSalle	Seneca
Livingston, Anna	Kankakee	Kankakee
McClosky, Kate	LaSalle	Streator
McCormick, Cora B	LaSalle	Streator
McCune, Etta	Whiteside	Sterling
McDermott, Margaret	Ogle	Rochelle
McGrogan, Alice	Kane	Hampshire
McLean, Addie L	Kane	Batavia
McLean, Sarah	Kane	Geneva
Makeever, Artie	LaSalle	Marseilles
Main, Katie	Kane	Burlington

NAME.	COUNTY.	TOWN.
Martin, Leah	McDonough	Macomb
Meagher, Margaret	LaSalle	Seneca
Merrick, Genevieve	Kane	Elburn
Mischke, Herman	LaSalle	LaSalle
Mofet, William R	Lake	Millburn
Moore, Marie	Cook	Chicago
Morrow, Cinnie	DeKalb	Pawpaw
Mulroy, Florence	DeKalb	Hinckley
Nash, Ruby	Ogle	Oregon
Nelson, Annie	Kane	St. Charles
Nelson, Sena C		Cherokee, Iowa
Ness, Henry	DeKalb	Shabbona
Nichols, Carrie	DeKalb	Genoa
Nicholson, Grace	Kane	Aurora
Noehring, Louise	Cook	Chicago
Northrup, Belle	LaSalle	Marseilles
Paeper, Clara A	Kane	Elgin
Palmer, Laura F		Lafayette, Ind.
Parker, Capitola	Kendall	Plano
Perry, Alice	Livingston	Dwight
Pettis, Susie	Lake	Deerfield
Pfulb, Lou M	Whiteside	Rock Falls
Phelps, Elizabeth	DeKalb	Sycamore
Philbrook, Mrs Maud S	Ogle	Rochelle
Phillips, Ethel	McHenry,	Hebron
Poust, Roy M	DeKalb	Kingston
Pratt, Florence	DeKalb	Genoa
Prime, Mary E	Kendall	Plano
Prince, Bertha	DeKalb	Hinckley
Puterbaugh, Ora	Carroll	Lanark
Rady, Agnes T	Cook	Blue Island
Reed, Ella	LaSalle	Streator
Reed, Ida M	Jo Daviess	Galena
Reeser, E. M	Stephenson	Lena
Reynolds, R. E	Rock Island	Foster
Rich, Nellie	DeKalb	DeKalb
Roche, Margaret	Kane	Hampshire
Rood, Gertrude	Kendall	Plano
Rose, Myrtle	Carroll	Lanark
Sager, Maude	DeKalb	Genoa
Schell, H. F.	Will	Lockport
Shefneer, Minnie	Kane	Burlington
Shields, Hattie	McDonough	Macomb
Shutts, Helen M	Cook	Rogers Park
Small, F. R	McHenry	Ringwood

NAME.	COUNTY.	TOWN.
Small, Ida	DeKalb	Cortland
Smith, Ethel	Kane	Burlington
Smith, Nellie	McDonough	Macomb
Smith, Pearl	Kane.	Burlington
Smith, Tina	LaSalle	Streator
Sowden, Nellie	LaSalle	Streator
Speakman, Frances	Warren	Monmouth
Stevenson, Harriet	DeKalb	Sycamore.
Strunk, Edna	Whiteside	Morrison
Stuart, Alta D	DeKalb	DeKalb
Suhr, Theo	Cook	Oak Lawn
Taplin, Ruby	Boone	Belvidere
Templeton, Luella	Grundy	Minooka
Thayer, Olive.	Grundy	Minooka
Thomas, James M	Jo Daviess	Apple River
Tyrrell, Tessie M	Lake	Waukegan
Waldo, Ada C	Winnebago	Rockford
Walker, Clara B	Kane	Richardson
Walz, Emma J.	Stephenson	Freeport
Ward, Nellie C	Putnam	Granville
Way, Flora	Ogle	Kings
Weaver, Alice	DeKalb	Sandwich
Weed, Elma	Cook	Chicago
Weldon, Ada Vaughn	Livingston	Dwight
White, Lottie	Whiteside	Sterling
Wilder, Clarence J	DeKalb	DeKalb
Williams, Nellie A	McHenry	Harvard
Wilson, Elizabeth	McHenry	Alden
Wilson, Sarah	DeKalb	DeKalb
Witter, Nina	Boone	Belvidere
Worcester, Jennie	DeKalb	Kingston
Young, Harriet E	Grundy	Coal City

The first Summer Term and Institute was held June and July 1900. The total enrollment was 156; 135 of them were in the summer term.

STUDENTS WHO ATTENDED THE SUMMER INSTITUTE, JUNE 24 TO JUNE 28 INCLUSIVE.

NAME.	COUNTY.	TOWN.
Allen, Eva L	DeKalb	Sycamore
Arbuckle, Philip	DeKalb	Kingston
Athons, Sadie C	DeKalb	Sycamore
Austin, Lillie	DeKalb	Sycamore
Baie, Tillie	DeKalb	Hinckley
Ball, F. S.	DeKalb	Sycamore
Bannister, Ida L.	DeKalb	Sycamore
Bauber, Gertrude L	DeKalb	Malta
Beiler, Martha	DeKalb	Waterman
Bidwell, Edith	DeKalb	Genoa
Bish, Edith C	DeKalb	Hinckley
Boardman, Nellie	DeKalb	Shabbona
Boller, Annie F.	DeKalb	Hinckley
Bowdish, Katharine E.	Boone	Belvidere
Briggs, Gertrude	DeKalb	Cortland
Brock, Agnes	DeKalb	DeKalb
Brown, Lottie	DeKalb	Genoa
Brownson, Laura	DeKalb	DeKalb
Brundage, Eleanor P	DeKalb	Malta
Burroughs, Cassie	DeKalb	Genoa
Butler, Adelia	DeKalb	Malta
Byers, Olive	DeKalb	Kingston
Carpenter, C. L.	DeKalb	Kingston
Chase, Evelyn	LaSalle	Earlville
Cheney, Cora M	DeKalb	DeKalb
Clements, F. V	DeKalb	Kirkland
Coleman, Hannah	DeKalb	Malta
Colton, Carrie G.	DeKalb	Waterman
Coultas, W. W	DeKalb	Cortland
Crasper, Jessamine	DeKalb	Shabbona
Cree, Florence	DeKalb	Genoa
Davidson, Nellie M	DeKalb	Sycamore
Davis, Eva	Ogle	Rochelle
DeForest, Coy	DeKalb	Sandwich
Devine, Mae	DeKalb	Hinckley
Dewey, Jessie M.	DeKalb	Somonauk
Dibble, Gertrude	DeKalb	Kirkland
Dobbin, Andrew S	DeKalb	Rollo
Downing, Osia	DeKalb	Genoa
Doyle, Eleanor L	DeKalb	Sandwich
Drake, Minnie	DeKalb	Clare
Dresser, Minnie	DeKalb	DeKalb
Duffey, Margaret L	DeKalb	DeKalb

NAME.	COUNTY.	TOWN.
Eames, Helen	DeKalb	Lee
Elliott, Stacy	DeKalb	Sycamore
Emerson, Jessie	DeKalb	Waterman
Erickson, Milly O	DeKalb	Sycamore
Fahrney, Florence K	Kane	Geneva
Fairclo, Edith	DeKalb	Sycamore
Finnegan, Sarah P	DeKalb	Sycamore
Fitzgerald, Mary	DeKalb	DeKalb
Fulkerson, Bay	DeKalb	Kingston
Furland, Anna	Ogle	Creston
Furland, Ellen M	Ogle	Creston
Gahagan, Genevieve	DeKalb	DeKalb
Gahagan, Gertrude	DeKalb	DeKalb
Gallagher, Isabella A	DeKalb	Hinckley
Gallagher, Katherine	DeKalb	Hinckley
Gallagher, Kittie	DeKalb	Hinckley
Gillett, Grace	Kane	Aurora
Govern, Abbie Z	Winnebago	Cherry Valley
Grahan, Susan E	DeKalb	Waterman
Gross, Alice	DeKalb	Sycamore
Gustafson, Esther	DeKalb	New Lebanon
Haines, Mrs. Temperance	DeKalb	Genoa
Hallam, Mildred	DeKalb	Shabbona
Hallam, Percy	DeKalb	Shabbona
Halsne, E. Hannah	Ogle	Creston
Hamilton, Alma B	DeKalb	Sycamore
Hammond, Edna	DeKalb	DeKalb
Harrington, Linnie	DeKalb	Sycamore
Harroun, Sue E	DeKalb	Sycamore
Hart, Mary M	DeKalb	Shabbona
Heeg, Eda E	DeKalb	Shabbona
Heffron, Hattie	DeKalb	Sandwich
Hewitt, Lula C	DeKalb	Genoa
Hill, Lillian	DeKalb	Kingston
Hiner, Minnie	DeKalb	Cortland
Hiscock, Georgia	Ogle	Creston
Hopkins, Bessie	DeKalb	Sycamore
Hopkins, Ellen W	DeKalb	Sycamore
Hoye, Mrs. Luella W	DeKalb	Kirkland
Johnson, Elma M	DeKalb	Waterman
Jordan, Ethel B	DeKalb	Cortland
Jordan, Margaret	DeKalb	Sycamore
Kapple, Lida	DeKalb	Kingston
Kane, Katherine	DeKalb	DeKalb

NAME.	COUNTY.	TOWN
Keating, Elizabeth	McHenry	Huntley
Keegan, Julia	Kane	Maple Park
Kember, Ida	LaSalle	Leland
Kember, Stella	LaSalle	Leland
Kirby, Mamie	DeKalb	Cortland
Kontze, Mrs. Kate W	DeKalb	DeKalb
Lakins, Etta	DeKalb	Sycamore
Langhorn, Elizabeth	DeKalb	Sycamore
Larson, Emma C	DeKalb	Shabbona Grove
Latham, Jessie	DeKalb	Sandwich
Lattin, Claire L	DeKalb	Sycamore
Lewis, Agnes E	Ogle	Creston
Lloyd, Olive O	DeKalb	Malta
Lynch, Katie	DeKalb	Malta
Lynch, Margaret	DeKalb	Waterman
McCormick, Catherine	DeKalb	Shabbona
McCormick, Evelyn	DeKalb	Shabbona
McCormick, Martha	DeKalb	Shabbona
McCrea, Edith	Ogle	Creston
McGinnis, Mrs. Sarah	DeKalb	Shabbona Grove
McMurchy, Eva	DeKalb	Malta
McNamara, Dennis	DeKalb	Somonauk
Marget, Ruth H	DeKalb	DeKalb
Meyer, Joseph	DeKalb	Somonauk
Millard, Bernice	DeKalb	Genoa
Millard, Louise	DeKalb	Genoa
Milner, Ethel M	DeKalb	Kingston
Minard, Mabelle	DeKalb	Hinckley
Morehead, Edith	DeKalb	DeKalb
Morrill, Alta	DeKalb	Sandwich
Morrison, Edna	DeKalb	Sycamore
Mulroy, Florence	DeKalb	Hinckley
Murphy, Mrs. Anna	DeKalb	Sycamore
Nau, Hattie	DeKalb	Shabbona
Ness, Henry	DeKalb	Shabbona
Ness, Nellie T	DeKalb	Shabbona
Nichols, Carrie	DeKalb	Genoa
Nicholson, Edith	DeKalb	Shabbona
Nicholson, Marguerite	DeKalb	Shabbona
Nicholson, Susie	DeKalb	Shabbona
O'Brien, Ella H	DeKalb	Cortland
O'Brien, Julia	DeKalb	Elva
O'Brien, Mary	DeKalb	Elva
O'Connor, Prudence	DeKalb	DeKalb

NAME.	COUNTY.	TOWN.
Outman, Mamie	DeKalb	Kingston
Overocker, Hattie	DeKalb	Sycamore
Parks, Lizzie B.	DeKalb	Sandwich
Patten, Mary L.	DeKalb	DeKalb
Perham, Mary E	DeKalb	Sandwich
Perkins, Eva	Ogle	Creston
Peterson, Huldah	DeKalb	Sycamore
Peterson, Mary E	DeKalb	Sycamore
Phelps, Lizzie	DeKalb	Sycamore
Pierce, Frances C.	DeKalb	Malta
Plapp, Alta M.	DeKalb	Malta
Porter, Eva A.	DeKalb	Kingston
Postle, Sara	Kane	Maple Park
Poust, Roy M	DeKalb	Sandwich
Pratt, Florence	DeKalb	Genoa
Prince, Bertha	DeKalb	Hinckley
Rahn, Mrs. Alida H	DeKalb	Sycamore
Redmond, Lizzie J.	DeKalb	DeKalb
Reeser, E. M	Stephenson	Lena
Rich, Nellie	DeKalb	DeKalb
Richards, Frances	DeKalb	Sycamore
Richardson, Mabel	DeKalb	Sycamore
Robinson, Isabella	DeKalb	Waterman
Robinson, John	DeKalb	Waterman
Robinson, Sarah E.	DeKalb	Sycamore
Roche, Margaret	Kane	Hampshire
Rose, Julia E.	DeKalb	Sycamore
Rowley, Edith	DeKalb	Sycamore
Rutledge, Mary	DeKalb	Malta
Ryan, Alice	Kane	Maple Park
Ryan, Eliza	Kane	Maple Park
Sager, Maude	DeKalb	Genoa
Sanders, Martha	DeKalb	Genoa
Sarbaugh, Edith	DeKalb	Waterman
Sedgwick, Eva C	DeKalb	Kirkland
Shattuck, Ethel	DeKalb	Sycamore
Shattuck, Evangeline	DeKalb	Sycamore
Shields, Hattie	McDonough	Macomb
Shutts, Helen M.	DeKalb	Kirkland
Sibley, Grace D	DeKalb	DeKalb
Simonson, Hilda	LaSalle	Leland
Sivright, Hattie	DeKalb	Sycamore
Small, Ida M	DeKalb	Cortland
Smith, Lulu A.	DeKalb	DeKalb
Smith, Nellie	McDonough	Macomb

NAME.	COUNTY.	TOWN.
Snyder, Mrs. Esther	DeKalb	Genoa
Spoor, Gertrude J.	DeKalb	Kirkland
Stevens, Connie	DeKalb	Shabbona
Stevenson, Harriet	DeKalb	Sycamore
Stolp, Edith.	DeKalb	Shabbona
Stuart, Alta D.	DeKalb	Kingston
Sullivan, Agnes	DeKalb	Malta
Thomas, Margaret J.	DeKalb	Hinckley
Thorp, A. L.	DeKalb	Hinckley
Thurlby, Eliza	DeKalb	Genoa
Tischouser, Rose	DeKalb	Sycamore
Townsend, Winifred	DeKalb	Sycamore
VonOhlen, Juliana	LaSalle	Leland
Walker, Clara B.	Kane	Richardson
Weaver, Alice	DeKalb	Sandwich
Wells, Lizzie A.	DeKalb	Shabbona
White, Grace	DeKalb	Shabbona
Whitmore, Mary C.	DeKalb	DeKalb
Wilson, L. N.	DeKalb	LaClaire
Wilson, May L.	DeKalb	Sycamore
Woods, Ida B.	DeKalb	Waterman
Worcester, Jennie	DeKalb	Kingston
Wormley, Louis M.	DeKalb	Shabbona
Zweifel, Anna L.	DeKalb	Sandwich

SUMMARY OF ATTENDANCE.

Specials	7	
Seniors	49	
Two-Year Course	78	
Three-Year Course	93	
Four-Year Course	14	
Total		241
Summer Term		185
		426
Counted twice		27
		399
Institute		200
		599
Counted previously		37
		562

PRACTICE SCHOOL.

First Grade	44	
Second Grade	20	
Third Grade	27	
Fourth Grade	34	
Fifth Grade	45	
Sixth Grade	50	
Seventh and Eighth Grades	156	
Total		376
		937

COUNTIES REPRESENTED—31.

Boone
Bond
Bureau
Carroll
Christian
Cook
DeKalb
DuPage
Ford
Hancock
Henry
JoDaviess
Kane
Kankakee
Kendall
Lake
LaSalle
Lee
Livingston
McHenry
McLean
Marshall
Ogle
Peoria
Putnam
Rock Island
Stark
Stephenson
Whiteside
Will
Winnebago
(Iowa)
(Kentucky)
(Nebraska)
(Pennsylvania)

Attendance for first term	216
Attendance for second term	210
Attendance for third term	205

ALUMNI REGISTER.

CLASS OF 1900.

1. Bertram, Jennie Campbell.......................... ....Bristol, Ill.
Elgin, Ill., 7 months.
2. Bush, Minnie M........ ....Joliet, Ill.
Elgin, Ill., 1 year.
3. Chamberlain, Linnie.................... ....Erie, Ill.
Tampico, Ill., 1 year.
4. Clark, Samuel C...Warren, Ohio
Warren, O., 1 year.
5. Flentje, Lewis Edwin.................... ....Palmyra, Ill.
Principal at Garden Prairie, Ill., 1 year.
6. Gallagher, Margaret Anne............. ....Sterling, Ill.
Sterling, 1 year.
7. Hamel, Cecelia...LaSalle, Ill.
DeKalb, 1 year.
8. Hamm, Eva Grace........................... ....Beaver Falls, Pa.
DeKalb, 1 year.
9. Hausen, Minnie Adella.... ....Franklin Grove, Ill.
Elgin, Ill., 1 year.
10. Johnston, J. Winnifred..................................Oak Park, Ill.
Chicago Heights, 1 year.
11. Martin, Lida Chenoweth..................... ....Decatur, Ill.
Decatur, 1 year.
13. Mitchell, Elizabeth J. H.... .... Austin, Ill.
Elgin, Ill., 1 year.
14. Mize, Addison Roy................................Stillman Valley, Ill.
Principal at Stillman Valley, Ill., 1 year.
15. Patten, Mary Leone....... ....DeKalb, Ill.
Tutored at DeKalb 1 year.
16. Sweeney, Joanna R................................Fort Sheridan, Ill.
Cook County 1 month and DeKalb 2 weeks.

Following each name is the teaching done since graduation.

17. McCrea, Ida H.................... ....Creston, Ill.
Sterling, Ill., 3 months.

MANZ
CHICAGO

CAMPUS VIEWS

ANNUAL CATALOGUE

AND

COURSE OF STUDY

OF THE

NORTHERN ILLINOIS
STATE NORMAL SCHOOL
DE KALB, ILLINOIS

THIRD YEAR

For the Academic Year Ending June 19
1902

CALENDAR FOR 1902-1903

FALL TERM.

Monday, September 22,	Enrollment and Assignment of Work.
Tuesday, September 23,	Regular Recitations begin at 8:30 a. m.
Friday, December 19,	Term Closes at Noon.

WINTER TERM.

Monday, January 5,	Enrollment and Assignment of Work.
Tuesday, January 6,	Regular Recitations begin at 8:30 a. m.
Thursday, March 26,	Term Closes at Noon.

SPRING TERM.

Monday, April 6,	Enrollment and Assignment of Work.
Tuesday, April 7,	Regular Recitations begin at 8:30 a. m.
Wednesday, June 17,	Term Closes at Noon.
Thursday, June 18,	Annual Commencement, 9:30 a. m.

SUMMER TERM.

Monday, June 22,	Term of Six Weeks Opens at 8:45 a. m.

1903 Nor. Ill. nor. sch. 3

BOARD OF TRUSTEES.

Hon. Adams A. Goodrich, President,	The Rookery, Chicago.
J. J. McLallen, Secretary,	Aurora.
Hon. Alfred Bayliss, Superintendent of Public Instruction, ex-officio,	Springfield.
Hon. Isaac L. Ellwood,	De Kalb.
Hon. R. S. Farrand,	Dixon.
William A. Meese,	Moline.
John H. Lewis, Treasurer,	De Kalb.

FACULTY.

John Williston Cook, A.M., LL.D.,	President and Professor of Psychology.
Edward Carlton Page, A.B.,	Professor of History.
John Alexander Hull Keith, A.M.,	Professor of Pedagogy and Assistant in Psychology.
Fred Lemar Charles, M.S.,	Professor of Biology.
John Albert Switzer, E.E.,	Professor of Physics and Chemistry.
Swen Franklin Parson,	Professor of Mathematics.
Sue Dorothy Hoaglin,	Professor of Reading and Elocution.
Mary Ross Potter, A.M.,	Professor of Ancient and Modern Languages.
Inez D. Rice, A.B.,	Teacher of Geography.
Emma Florence Stratford,	Teacher of Drawing.
Rose LeVille Huff,	Teacher of Music.
Ida S. Simonson, B.L.,	Teacher of Rhetoric and Literature.
Anna Parmelee,	Assistant in Mathematics.
*Alice Cary Patten, Ph.B.,	Assistant in Ancient and Modern Languages.
Fannie Ellis Sabin, A.M.,	Assistant in Ancient and Modern Languages.
Jessie Foster,	Director of Physical Culture.
Eva Grace Hamm,	Assistant in Biology.
‖Charles Alexander McMurry, Ph.D.,	Director of Practice Department.
Newell Darrow Gilbert, A.M.,	Director of Practice Department.
Luther A. Hatch,	Principal Practice School, Normal Building.
Walter J. Hammill,	Supervisor of Practice, City Buildings.
Lida Brown McMurry,	Critic Teacher Primary Grades.
Maude H. Chamberlain,	Critic Teacher Primary Grades.
§Florence J. Clark,	Critic Teacher Primary Grades.

Margaret L. Duffey,	Critic Teacher Primary Grades.
Belle Hobbs,	Critic Teacher Primary Grades.
Mary L. Patten,	Critic Teacher Primary Grades.
Herbert F. Clark,	Critic Teacher Intermediate Grades.
Frances Jenkins,	Critic Teacher Intermediate Grades.
Nellie B. Jones,	Critic Teacher Intermediate Grades.
Jessie M. Ketcham,	Critic Teacher Intermediate Grades.
Anastacia Donohue,	Critic Teacher Grammar Grades.
Edith S. Patten,	Critic Teacher Grammar Grades.
Martha Waite,	Critic Teacher in Drawing.
Madeleine Wade Milner,	Librarian
Josephine Marie Jandell,	Assistant Librarian.
Nellie Lovina Cook,	Registrar and Clerk.
George W. Shoop,	Superintendent of Building.

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*Absent on leave until September, 1902.
‖Absent on leave until September, 1903.
§Resigned, April 1st.

Northern
Illinois State Normal School.

The Northern Illinois State Normal School was established by an act of the General Assembly in 1895. It exists for the exclusive purpose of preparing teachers for the common schools of Illinois. It is located in DeKalb. The town contains a population of seven thousand. It is situated on the Omaha division of the Chicago and Northwestern Railway, on a branch of the Chicago Great Western, and on the Northern Illinois. It is fifty-eight miles from Chicago. It is easily reached from any part of Northern Illinois. The town has fine water, electric lights, paved streets and an electric road to the Normal School will be in operation by October 1. It is at the center of a most fertile and prosperous country and has a healthful and bracing climate.

The Normal School building is one of the finest structures thus far erected for normal school purposes in this country. It is three hundred seventy-one feet long and two hundred fifty feet in extreme depth. It contains a spacious auditorium capable of seating twelve hundred, plenty of good class rooms, fine library accommodations and laboratories, and a large gymnasium equipped with baths. With a fine art room, an excellent shop for manual training, suitable halls for literary societies, a spacious lecture room, and apartments for student enterprises of various kinds nothing is lacking for a complete equipment. The campus contains sixty-seven acres of diversified surface and includes a fine athletic field.

CONDITIONS OF ADMISSION.

There are seven ways of entering the school:

First—A course of one year will be offered to graduates of reputable colleges, who will be admitted upon presentation of their diplomas.

Second—Graduates of good high schools having four-year courses will be admitted to a two-year course upon presentation of their diplomas. These high schools will be designated as "accredited schools."

Third—There are many schools with shorter courses whose graduates will be admitted to a three-year course upon presentation of their diplomas. These schools form a second group of "accredited schools."

Fourth—Persons holding first-grade certificates will be admitted to the three-year course without examination. Candidates holding second-grade certificates should correspond with the president with reference to admission.

Fifth—Students who have been connected with other State Normal Schools can enter upon presentation of their records if they have been honorably discharged from such institutions. All work done in such institutions will be passed to their credit here.

Sixth—The act establishing the institution provides that county superintendents of schools may appoint suitably prepared persons to scholarships. Such persons will be admitted to the three-year course upon presentation of their certificates of appointment.

Seventh—There are many persons who have none of the above qualifications and yet are well prepared to do the work of the Normal School. Such persons may enter by examination upon the common English branches. A good degree of maturity is expected of such candidates.

Do not apply for admission unless you have done considerably more than is required for admission to the high school. We have no preparatory department. If you are in doubt as to your qualifications write to the president and the matter can be determined ordinarily by correspondence.

All candidates should present a certificate of good moral character signed by some responsible person. This will be insisted upon in all cases.

BOARDING.

Nearly all of the students of this institution board in clubs. They are thus enabled to determine the character of their food supplies and can control the expense. There are several large club houses especially constructed for the accommodation of students near the school building. They contain large dining rooms and are fitted with all of the modern conveniences for dormitory purposes. In addition to these there are many private houses near good boarding clubs, in which admirable rooms may be rented at reasonable rates. The accommodations are excellent in quality, are ample in quantity, and are within a few minutes' walk of the school. Students desiring board in private families can be cared for satisfactorily.

Boarding places can be secured by correspondence although it is better to defer the selection of rooms until they can be inspected personally. The portion of the town occupied by the students is almost entirely new and has been made peculiarly attractive by public spirited citizens. Very pleasant homes are thus made available at moderate prices. Representatives of the boarding clubs are deputed to meet incoming trains and to aid students in securing satisfactory places. A ten-cent omnibus meets the trains and when strangers are in doubt as to what to do they are advised to go at once to the residence of the president, who will give them personal attention.

EXPENSES.

Excellent board including room can be secured at from three to four dollars a week. The large majority pay about three dollars and a half. The incidental expenses are substantially what you make them and vary for different persons. No tuition is charged. The only expense connected with instruction is a term fee of two dollars, which is payable in advance at the beginning of each term. The expense for books and stationery is about ten dollars for the first year.

COURSES OF STUDY.

Four courses of study are offered: a one-year course for college and Normal school graduates, a two-year course for graduates of the best high schools, a three-year course for graduates of high schools with shorter courses and for others, and a four-year course for those desiring a more liberal training.

The one-year course is determined by conference with the candidate. It is composed of professional studies and practice in the Practice School. At least twelve credits will be required, not less than two of which must be teaching credits.

The two-year course requires thirty credits. Three are drawing credits, two recitations a week, through the first year. Fifteen are for five subjects a term for the first three terms, each subject having four recitations a week. The remaining twelve credits are for four subjects a term through the second year with five recitations a week in each subject.

The three-year course requires forty-eight credits. Six are drawing credits, two recitations a week for the first six terms. Thirty are for five subjects a term for the first six terms with four recitations a week in each subject. The remaining twelve are for four subjects a term for the last three terms with five recitations a week in each subject.

The four-year course requires fifty-seven credits, as shown in detail in the subjoined scheme.

PRACTICE TEACHING.

Two kinds of practice teaching may be engaged in: class teaching and room teaching. In the former, the class is removed from the ordinary school room to a recitation room so that the teacher has no pupils in charge except the members of the class; in the latter, the teacher has charge of one of the rooms in the city schools for one-half of each day and, in consequence, does the work under ordinary conditions. Each critic teacher has charge of two rooms and is assisted by two members of the senior class in each room. This half-day teaching work receives two credits for each term. Six teaching credits are required unless the pupil shows especial excellence and can derive greater advantage from the work in theory. In such cases studies may be chosen from the list of electives, two being substituted for each term of room teaching required. Not more than four teaching credits can be received for class teaching, each candidate for graduation being required to take charge of a room for at least one term.

ILLUSTRATIVE LESSONS.

For the illustration of critical methods in dealing with class exercises illustrative lessons are given four mornings of each week. These lessons are conducted by critic teachers, by teachers from the Normal department, or by students who have shown unusual skill in the practice school. The classes are selected successively from the grades of the practice school. The exercises are freely criticised in the light of pedagogical principles.

In the development of the various subjects of the curriculum that bear immediately upon the work of the grades, similar exercises are employed in the regular classes of the Normal department. The teacher of grammar, for instance, desiring to show how a certain phase of the subject should be presented to a class of children, employs a class from the practice school for that purpose. By means of such exercises and by their free discussion a pedagogical consciousness is awakened in the Normal students and they are thus led to a conscious application of the principles of teaching and to self-criticism of their success in applying them.

THE LIBRARY.

An admirable library of more than ten thousand volumes quite fairly catalogued is available for the uses of the students. A competent librarian and assistant are always present to render needed assistance. The library is open from eight o'clock to five every school day and from eight to twelve on Saturday.

GYMNASIUM.

A spacious gymnasium furnished with baths, dressing rooms and suitable apparatus is one of the features of the Institution.

MANUAL TRAINING.

A shop furnishes an excellent opportunity for observation of pupils' work and for the acquisition of those phases of manual training that can be introduced at trifling expense into ordinary schools.

STUDENT ORGANIZATIONS.

1. The Ellwood Literary Society. Meetings on Saturday evenings.

2. The Glidden Literary Society. Meetings on Saturday evenings.

3. The Ionian Literary Society. Membership is limited to the women of the Faculty and student body. The members are divided into the following groups: The Art Section; the Literary Section; the Magazine Section; the Music Section; Chalk Modeling and Illustrative Drawing; the Travel Club; Current News Section. The work of each group is under the direction of a competent leader.

4. Young Men's Christian Association.

5. Young Women's Christian Association.

These associations extend a hearty welcome to all prospective students. They are important factors in the school life and their members take an active interest in the welfare of every student. Upon arriving at DeKalb those who come for the first time should look for young men wearing the badges of their Association, who will be on hand to assist them in finding agreeable homes.

6. The Camera Club.
7. The Ellwood Basket Ball Team.
8. The Glidden Basket Ball Team.
9. The Foot Ball Team.
10. The Base Ball Team.
11. The Treble Clef Society.
12. The Young Men's Glee Club.
13. The Choral Society.

"THE NORTHERN ILLINOIS."

"The Northern Illinois" is a monthly magazine published in the interests of the school and managed by a board of directors selected by the student body.

THE ONE-YEAR COURSE.

Twelve term credits, five hours a week, are required. The particular subjects are determined for each candidate after personal conference.

THE TWO-YEAR COURSE.

The figures indicate the number of recitations each week.

FIRST YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Geography,	4	Reading,	4	Algebra,	4
Biology,	4	Arithmetic,	4	Literature,	4
History,	4	History,	4	Biology,	4
English Grammar,	4	Biology,	4	Music,	4
Psychology and Pedagogy,	4	Psychology and Pedagogy,	4	Psychology and Pedagogy,	4
Drawing,	2	Drawing,	2	Drawing,	2

SECOND YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Teaching,	Half day	Teaching,	Half day	Teaching,	Half day
Physics,	5	Geometry,	5	Philosophy of Education,	4
Elective,	4	Elective,	4	School Management,	1
School Management,	1	School Management,	1	Elective,	5

ELECTIVES.		ELECTIVES.		ELECTIVES.	
Latin,	5	Latin,	5	Latin,	5
German,	5	German,	5	German,	5
Literature,	5	Literature,	5	Literature,	5
Sociology,	5	Sociology,	5	Sociology,	5
Ethics,	5	Ethics,	5	Psychology,	5
Oratory,	5	Astronomy,	5	Oratory,	5
Drawing,	5	Drawing,	5	Drawing,	5
History of Education,	5	Civics,	4	Physiography,	4
Philosophy,	5	History of Education,	5	Political Economy,	5
Logic,	5	Rhetoric,	4	Chemistry,	5
				Geology,	5

An educational thesis of not less than fifteen hundred words is required of each candidate for graduation. Weekly exercises in composition extend through the whole course.

THE THREE-YEAR COURSE.

FIRST YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Reading or Latin,	4	Grammar or Latin,	4	Algebra or Latin,	4
Arithmetic,	4	Arithmetic,	4	History,	4
Geography,	4	Geography,	4	Grammar,	4
Elementary Physics,	4	Elementary Physics,	4	Biology,	4
Pedagogy,	4	Reading,	4	Music,	4
Drawing,	2	Drawing,	2	Drawing,	2

SECOND YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Algebra,	4	Literature,	4	Literature,	4
Psychology and Pedagogy,	4	Geometry,	4	Geometry or Latin,	4
History,	4	Civics or Latin,	4	Physical Geography,	4
Biology,	4	Biology,	4	Biology,	4
Rhetoric or Latin,	4	Psychology and Pedagogy,	4	Psychology and Pedagogy,	4
Drawing,	2	Drawing,	2	Drawing,	2

THIRD YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Teaching,	Half day	Teaching,	Half day	Teaching,	Half day
Physics,	5	Physics,	5	Philosophy of Education,	4
Elective,	4	Elective,	4	School Management,	1
School Management,	1	School Management,	1	Elective,	5

The electives are the same as in the Two-Year Course. Weekly exercises in composition continue through the whole course. A thesis on some educational subject, and to contain not less than fifteen hundred words, is required of every candidate for graduation.

THE FOUR-YEAR COURSE.

FIRST YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Latin Grammar and Reader,	5	Latin Grammar and Easy Reading,	5	Caesar and Composition,	5
Geography,	4	English Grammar,	4	History,	4
Elementary Physics,	4	Arithmetic,	4	Algebra,	4
Pedagogy,	4	Elementary Physics,	4	Reading,	4
Arithmetic,	4	Reading,	4	Biology,	4

SECOND YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Caesar and Compos'n,	5	Caesar,	5	Cicero and Compos'n,	5
Algebra,	4	Biology,	4	Literature,	4
Biology,	4	Geometry,	4	Biology,	4
Rhetoric,	4	Literature,	4	Geometry,	4
Drawing,	2	Drawing,	2	Drawing,	2

THIRD YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Cicero and Compos'n,	5	Ovid,	5	Vergil,	5
History,	4	German or Greek,	5	German or Greek,	5
German or Greek,	5	Ps'ch'l'gy and Ped'gy,	4	Ps'ch'l'gy and Ped'gy,	4
Ps'ch'l'gy and Ped'gy,	4	Civics or Political Economy,	4	Literature or Physical Geography,	4
Drawing,	2	Drawing,	2	Drawing,	2

FOURTH YEAR.

FIRST TERM.		SECOND TERM.		THIRD TERM.	
Vergil or Physics,	5	Livy or Physics,	5	Phil's'phy of Educ't'n,	5
German or Greek,	5	German or Greek,	5	German or Greek or Chemistry,	5
Teaching,	Half day	Teaching,	Half day	Teaching,	Half day
School Management,	1	School Management,	1	School Management,	1

If entitled to take electives instead of teaching choice may be made from the list in the Two-Year Course. Weekly exercises in composition will be required throughout the course. An educational thesis is required for graduation as in the preceding courses.

ANALYSIS OF COURSES.

PSYCHOLOGY, PEDAGOGY, PHILOSOPHY OF EDUCATION.

MR. COOK AND MR. KEITH.

1. PEDAGOGY.—First term, three-year course. Four hours a week.

The course shows that the past is the foundation of all future knowing, how individual notions may be effectively presented to classes of children, how the mind passes to the more general phases of knowledge, and how the mind returns to the more significant interpretation of facts by the application of general notions or laws. Along with these studies there is observation of illustrative lessons with children, the making of lesson plans according to the Formal Steps, and a discussion of some fundamental school problems.

TEXT: MCMURRY'S METHOD OF THE RECITATION.

2. PSYCHOLOGY.—First year, two-year course; second year, three-year course; third year, four-year course. Four hours a week.

This course occupies one year. The first term is devoted to a study of the intellect; the second, to the feelings and the will; the third, to the psychology of the subjects of the elementary school.

Text for first two terms, Dexter and Garlick. The work of the third term is given orally.

3. PHILOSOPHY OF EDUCATION.—Last term, senior year. Five hours a week.

The text is Rosenkranz' Philosophy of Education. The course covers Parts I and II.

4. ELECTIVES.—Senior year. Five hours a week. Ethics, Sociology, History of Education, Philosophy.

SCHOOL ORGANIZATION AND MANAGEMENT.

MR. GILBERT.

All of senior year in each course one hour a week.

I. SCHOOL ORGANIZATION.

a. Nature, scope, scheme how determined.
b. Parties to school organization; taxpayers, parents, the child; conflicting interests and demands to be co-ordinated and harmonized. Board of Education. Teacher.

II. SCHOOL MANAGEMENT—Determined by demands of child's development.

1. Growing out of laws of physical nature as discovered in Physiology and applied in Hygiene and Sanitation.
2. Growing out of laws of mental nature as found in Psychology and applied in Pedagogy.
3. Growing out of laws of spiritual nature as formulated and applied in Ethics.

III. SCHOOL HYGIENE—Shaping the school conformably to the laws of the child's physical nature.

a. School environment—grounds—building; construction—arrangement—care.

b. Ventilation—necessity based on vital processes—elements of problem—devices, appliances and schemes.

c. Lighting—defects of vision. School room causes. Proper lighting: amount, distribution and arrangement of lighting area. Control of light.

d. Seating—Evils of prevailing methods. Determining conditions of proper seating. Habits and postures of pupils at desks.

e. Fatigue—nature—waste of effort under conditions of fatigue. Conditions producing fatigue. School program in relation to fatigue and rest.

f. Infectious and contagious diseases.

IV. COURSE OF STUDY—Shaping the school to the laws of the child's mental nature.

a. As determined by social organization.

b. As determined by laws of mental development. Evolution of the course. Correlation of studies.
Order of studies—order of developing interests—culture epochs. Educational values.

c. The day's program—correlation dynamic—how made effective in unfolding of subject. Apportionment of time. Rests—character and distribution.

d. The Recitation.

V. CLASSIFICATION AND GRADATION OF PUPILS—"The lockstep of the public schools."

SCHOOL DISCIPLINE—SHAPING THE SCHOOL COMFORMABLY TO THE LAWS OF THE CHILD'S SPIRITUAL NATURE.

I. Elements of the problem.

a. General: child a developing moral being—process: one of rational conduct, not of repressive control. Teacher's task: training pupils to behavior.

b. Social element:—Rise of moral notions. "Education; organizing resources into power of conduct to fit social and physical world; organization of acquired habits of conduct and tendencies to behavior."

c. Biological elements:—"Man an organism for re-acting on impressions." "Education: bringing mass of possible re-actions into rational control!"

d. Physiological elements:—Health, fatigue, school and home environment as affecting conduct.

II. Moral Training—How Effected.

a. School associations—community of ideals and interests—co-operation vs. competition.

b. School Management (internal). School-room order—economy—standards—spirit.

School atmosphere—determined by teacher—elements. School-room faults and vices.

Punishment:—spirit—limitations—character—punishments, proper and improper—time and place.

c. School instruction. Intelligence and moral tone—course of study in its bearing on the will. Shaping ideals—personality of teacher—"character teaches above our wills."

HISTORY AND CIVICS.

MR. PAGE.

1. History.—First term, two-year course. Four hours a week.

The term is devoted to a careful study of method in history. The work in all the grades of the elementary school, from the lowest to the highest, is considered. The principles and theories involved are brought out by assigned reading and class discussion. Careful consideration is given to the best available material for the various grades of work.

Text Book: Mace's Method in History.

2. History.—Second term, two-year course. Four hours a week.

The second term is devoted to the intensive study of a limited field of history. All of the available material, both of primary sources and of secondary authorities, will be accessible in the library. Thoroughness of mastery, and not extent of ground covered, is the aim. Among the chief purposes of the term's work are the following: To learn the historic processes, to learn how to search out information from books, to gain an idea of the vastness of the subject of history, to divorce the student from dependence on a text book, to train the judgment in weighing the value of material and in selecting that which suits one's purposes, to learn to generalize from a mass of material, etc. The topics selected for this intensive work will be varied from year to year. The reign of Charlemagne is the topic for next year.

The library is unusually strong in the department of history. Care and expense are not spared to make it systematic and comprehensive. Not only are all the leading secondary authorities to be found on our shelves, but also a liberal supply of the sources most useful to the student. Constant additions are being made to the list of books and every new demand is met as promptly as possible. The library is a government depository and receives all of the publications of the United States government. Two thousand volumes, or more, have been received. The most valuable of those out of print are added by purchase from time to time.

TEXT BOOK: DAVIS'S CHARLEMAGNE.

3. HISTORY.—Third term, three-year course. Four hours a week.

The term is devoted to a study of American history. Instead of a general survey of the whole field of our history, a limited number of topics is selected. Those typical in their character and those which, grouped together, give a view of great movements or important phases of our history, are the ones chosen. The great purpose of the term's work is not the acquisition of new facts, but rather the power to interpret facts. Keen interpretative ability is regarded as a fundamental of method.

TEXT BOOK: MCLAUGHLIN'S HISTORY OF THE AMERICAN NATION.

4. HISTORY.—Fourth term, three-year course. Four hours a week.

To obtain skill in interpreting the history of other peoples, one term is devoted to the study of Rome.

TEXT BOOK: BOTSFORD'S ROME.

5. CIVICS.—Fifth term, three-year course. Four hours a week.

Two principal thoughts guide the work in civics. The first is that our political institutions are the result of an evolutionary process. The second is that certain fundamental principles have determined the character of our political institutions. In emphasizing and illustrating these ideas, the main facts in the structure of our government (local, state, and national) are brought out. The whole course is a practical illustration of method. Incidentally, specific methods are presented. Much collateral reading is done and special research is made.

TEXT BOOK: JAMES AND SANFORD. GOVERNMENT IN STATE AND NATION.

6. ELECTIVES.—Senior year. Five hours a week. History of Illinois. Political Economy.

BIOLOGY.

MR. CHARLES.
MISS HAMM, ASSISTANT.

First year. Biology runs through the entire year, the work of the three terms being unified so far as possible. For a complete biological survey, it is desirable, therefore, to enter the class at the beginning of the fall term.

The fall term will be devoted, in the main, to the subject-matter and method of Zoology; the winter term, to Human Anatomy, Physiology and Hygiene; the spring, to Botany; but leaf-fall cannot well be studied in the springtime nor bird nesting in the fall, and this formal division is modified to allow for topics suggested by the seasonal changes.

It is believed that nature study can best be taught by those who through thorough preparation have attained a comprehensive view of the biological field. To-day, even to the kindergarten teacher, a broad scientific foundation is essential; hence the organization of this course on a scientific, rather than a nature study, basis.

It is desired that the student shall obtain from this course an increased ability to observe, to interpret, and to express. To do this it is necessary from the start to avoid all bookishness, establishing himself upon his own resources and cultivating a true scientific spirit and method of original investigation. Original notes and drawings of material studied are essential to this end.

Text-book, lecture and laboratory methods are combined; frequently, field excursions are substituted for laboratory work, the extensive campus offering very unusual advantages for the study of varied forms of terrestrial and aquatic life. Outdoor observations in the form of nature calendars are recorded throughout the entire year.

In addition to the text indicated for each term, individual equipment will be required as follows: Dissecting set, laboratory manual and notebook.

1. ZOOLOGY.—First term, two-year course, and fourth term, three-year course. Four hours a week.

Field and laboratory study of insects. The struggle for existence and its outcome. Principles of classification.

Autumn coloration, leaf-fall, and seed dispersal.

The compound microscope; cell structure; studies of microscopic forms; Protozoa and Coelenterates.

Starfish, earthworm, crayfish and mussel, and their allies.

The perch, as a vertebrate type; goldfish, as a nature study type.

2. PHYSIOLOGY.—Second term, two-year course, and fifth term, three-year course. Four hours a week.

I. Vertebrate studies, as types and as a basis for human anatomy and physiology.

Frog and turtle; birds (as fitted to mode of life); cat and dog, in connection with II.

II. Human Anatomy, Physiology and Hygiene.

3. BOTANY.—Third term, two-year course, and sixth term, three-year course. Four hours a week.

Botanical studies are foremost, but not exclusive, during this term. A brief survey is made of the vegetable kingdom, proceeding, so far as possible, from the simpler forms to the more complex and highly organized. Spring-time observations of animal forms, bird migration, pond life, etc., are made as the season demands, and full nature notes, bird, tree and flower calendars, are recorded and preserved from year to year. A formal herbarium is not required,—we are more interested in the living plant than in the dead one,—but representatives of a few prominent groups of flowering plants are studied and specimens preserved. Optional morning excursions furnish added opportunities for bird study and acquaintanceship with plant and animal habits.

Identification and study of trees in their winter habit.
Algae and fungi.
Mosses.
Pond life; bird migration.
Ferns.
Flowering plants.
Experimental studies with seedlings; plant physiology.
Plant societies.

4. NATURE STUDY.—Third term, three year course. Four hours a week.

I. Identification and study of trees in their winter habit. Awakening of the winter bud. Tree calendar.

II. Identification and study of birds during migrating and nesting season. Birds as fitted to mode of life. Bird calendar.

III. Experimental plant physiology.

IV. A study of trees in their summer habit.

5. ELECTIVE—ADVANCED BIOLOGY, consisting of laboratory and field work.

PHYSICS AND CHEMISTRY.

MR. SWITZER.

1. PHYSICS.—First term, three-year course.

1. PHYSICAL PROPERTIES OF AIR. 2. THE WEATHER. 3. THE CHEMISTRY OF AIR. 4. VENTILATION.

The topics are studied inductively and are treated wholly from the standpoint of science teaching in the upper grades below the high school. The topics chosen are such as are appropriate to these grades and are illustrated by numerous suitable experiments.

No text.

2. PHYSICS.—Second term, three-year course. Four hours a week.

1. Heat, as outlined for the seventh grade. Expansion of liquids, solids and gases; the thermometer; convection, conduction, radiation; evaporation, condensation, distillation; heat as a motive power; Lord Worcester's " engine," the modern steam engine.

2. Magnetism. Polarity and law of magnets. Magnetic figures and lines of force. Magnetic dip and terrestrial magnetism. Induced magnetism and the electro-magnet.

3. Electricity. Making a simple cell, and study of one or two types of cells, as the gravity and Le Clanche; polarization of cells. The effect on a magnetic needle of holding near it a wire-carrying current; development of the galvanometer, and its use. Heating and light-giving effects of a current; the incandescent and the arc light. Study of the motor, dynamo, telephone, and telegraph. Eighth grade.

No text.

3. PHYSICS.—Fourth term, two-year course and seventh term, three year course. Five hours a week.

1. Study of motion; velocity, acceleration, angular speed, simple harmonic motion, inertia, momentum.

2. Study of Force and Energy, gravitation, the pendulum, Newton's laws, elasticity.

3. Mechanics of fluids; fluid pressure, surface tension, the barometer, pumps, Boyle's law.

4. Study of waves; transverse, longitudinal, and stationary, resonance and interference of waves.

5. Sound. Nature of sound, character of sound waves, pitch, loudness and quality; the musical scale, musical instruments.

The above is an outline of the recitation work, which is largely intensive in character. Accompanying it is a thorough course in laboratory work, all of which is accurate quantitative investigation of natural laws and determination of physical constants. Such as the following experiments are performed: Simple measurements of length, using the vernier caliper and the micrometer screw; determination of the resting point of a sensitive balance; weighing by oscillations; determination of density by the Jolly balance, the Nicholson hydrometer, etc.; verification of Boyle's law; the laws of the pendulum; the velocity of sound, etc.

4. PHYSICS.—Eighth term, three-year course. Five hours a week.

1. Heat—Methods of transfer of heat, measurement of temperature, effects of heat, calorimetry, the nature of heat, the steam engine.

2. Light—Evidence that light travels in straight lines; speed of light; laws of reflection and refraction of light; lenses; optical instruments.

3. Magnetism and Electricity—Natural magnets; the compass; law of magnets; the earth as a magnet; magnetic induction. Static electricity, conductors and non-conductors; positive and negative electrification; electro-static induction; lightning rods.

4. Electric Currents—Methods of producing; the four properties of the electric current—chemical, thermal, magnetic, electro-dynamic.

5. Laboratory Work—Calibration of thermometers; coefficient of expansion of water and of iron; Law of Charles; determination of specific heat and of heat of fusion. Law of refraction of light; indices of refraction; focal lengths of lenses and mirrors. Mapping a magnetic field. Measurement of resistance, electro-motive force and current, using the galvanometer, Wheatstone bridge, etc.

5. CHEMISTRY.—Ninth term, three-year course. Five hours a week.

The work in chemistry is largely laboratory work, sometimes preceded and sometimes succeeded by discussion in the recitation room. A thorough course in chemistry can hardly be given in one term, and the effort is rather to give the student an insight into chemical methods and philosophy than to give a large amount of information concerning what reactions take place. Included in the course are the following: A partial analysis of air; a strict and quantitative analysis of water; a study of sodium hydrate to learn at first hand what its constituents are; acids, bases, and salts and their relations; the determination of the atomatic weight of zinc and of sodium; Avagado's law and the law of specific heats; electrolysis and dissociation.

6. ELECTIVES.

Courses 4 and 5 are also electives where not required.

MATHEMATICS.

MR. PARSON AND MISS PARMELEE.

1. ARITHMETIC—Second term, two-year course. Four hours a week.

The primary aim in the course in arithmetic is to fit the students to teach the subject most effectively to children. The arithmetical processes are examined as to meaning and logical relations. Classes of children from the Practice School are taught before the students to illustrate and to test the theory of how children learn number, by observing them in the process of learning.

From the point of view of how to teach them the four fundamental operations are critically examined, compared, and grouped so as to discover their unity. Fractions are studied as an outgrowth of division with integers. Decimal fractions are considered as a special case of "common fractions" and also as an extension of the decimal system. The latter half of the term is given to applied arithmetic as follows:

1. DENOMINATE NUMBERS.
    - I. Measurements of.
        - *a.* Space.
            - 1. Length.
            - 2. Surface.
            - 3. Volume.
        - *b.* Time.
            - 1. Relation to longitude.
        - *c.* Force.
            - 1. Weight.
            - 2. Heat.
        - *d.* Value.
            - 1. United States money.
2. PERCENTAGE.
    - I. The three fundamental problems.
    - II. Application.
        - *a.* Discounts.
        - *b.* Loss and gain.
        - *c.* Commission.
        - *d.* Stocks and bonds.
        - *e.* Interest
3. MENSURATION.
    - I. Plane figures.
    - II. Solids.

Special emphasis is laid on the construction side of the subject.

TEXT: COOK AND CROPSEY.

2. ARITHMETIC.—First and second terms, three-year course. Four hours a week.

Note the general statement for the arithmetic of the two-year course. While the aim is the same for the two courses, the three-year course gives more time for the examination in detail of the difficulties encountered in the subject, and also more practice in the solution of problems.

FIRST TERM.

1. Relation of number to measurement.
2. The expression of number. Decimal system.
3. Number operations.
    1. Integers.
        - *a.* Counting as a foundation.
        - *b.* A comparison of the fundamental operations.
        - *c.* A careful study of the difficulties in learning these operations.
        - *d.* Making graded problems.
    2. Fractions (common).
        - *a.* As equal parts of a whole.
        - *b.* As expression of ratio.
        - *c.* Principles and their application.
        - *d.* Peculiar difficulties in multiplication and division.
    3. Fractions (decimal).
        - *a.* Comparison with common fractions.
        - *b.* Relation to the decimal system.

SECOND TERM.

Applied arithmetic. (See outline in two-year course).

TEXT: COOK AND CROPSEY.

4.—ALGEBRA.—Third term, two-year course. Four hours a week.

The work of this course is a thorough review and intensive study of the more difficult topics of the elementary algebra. To enter this course the student should have had a year or more of algebra in a good high school. This preparation makes it possible to make a somewhat exhaustive study of such topics as arithmetic and algebra compared, the algebraic series of numbers, the double meaning of the signs plus and minus, the commutative, distributive, and associative laws, the theory of divisors, etc. The aim is to make rational the processes which hitherto may have been largely mechanical. Rigid demonstration is required throughout. The latter half of the term is devoted to such topics as, the theory of exponents, quadratics, progressions, variables and limits, and series.

TEXT: BEMAN AND SMITH'S ELEMENTS OF ALGEBRA.

5. ALGEBRA.—Third and fourth terms, three-year course. Four hours a week.

This course is intended for students who have had but limited training in algebra. It covers two terms. The attempt is made to make a natural transition from arithmetic to algebra in respect to notation, principles, fundamental operations, and processes of solution of problems. Every effort is made to prevent the student from conceiving the algebraic operations as simply clever tricks. He is early taught to make sharp distinction between illustration and demonstration of mathematical truth, and is thus led into an appreciation of the exactness and rigor of the science.

TEXT: BEMAN AND SMITH'S ELEMENTS OF ALGEBRA.

6. GEOMETRY.—Second term, two-year course. Four hours a week.

This course extends over one term of twelve weeks and includes plane and solid geometry. The course treats the subject topically. As considerable written work in original demonstration is required, attention is paid to important methods of attacking a proposition. Students are required to make models of the figures discussed in solid geometry and to make plane drawings of the models. Attention is given to methods of teaching elementary geometry in the grades. To enter this course students must have had at least one year of high school work in the subject.

TEXT: BEMAN AND SMITH'S PLANE AND SOLID GEOMETRY.

7. GEOMETRY.—Fifth and sixth terms, three-year course. Four hours a week.

This course extends over two terms of twelve weeks each and includes plane and solid geometry. It is arranged for students who have had less than a year of work in the subject. The course follows in the main the method presented in the outline of the two-year course, but the additional time permits a more thorough and exhaustive story. It aims to secure logical thinking and clear and accurate expression.

TEXT: WELLS'S ESSENTIALS OF GEOMETRY.

LANGUAGE.

MISS POTTER.

MISS SABIN, ASSISTANT.

1. ENGLISH GRAMMAR.—First term, two-year course. Four hours a week.

Since language is the expression of thought, the first essential of the study of language is an understanding of the structure of thought. As the thought is the unit of mental action, so the sentence is the unit of lingual expression. Two things, then, are of fundamental importance: First, that the sentence be regarded always as the expression of a thought; second, that the thought and its expression be kept distinct. The following outline gives rather the result aimed at than the process of attaining it. The pupil works wholly from the sentence, looking through it to the thought; deducing his own principles; formulating his own definitions. Much attention is given to methods of presentation, in the grades, by actual work with the children in the Practice School, and to the consideration of available text-books for the grades.

For students who have some knowledge of other languages than English a course in comparative syntax will be offered. For suggestions concerning the advantages of such a course, see statements of course in Latin, Greek and German.

Study of the Sentence as a Whole.

1. The universal form of the sentence as governed by the nature of a thought.

2. Sentences classified: (1) on basis of purpose of utterance, (2) on basis of form as governed by the form of the thought expressed.

The three elements of the sentence; the characteristic word in each and how modified.

3. The material of which the sentence is composed classified under (1) substantive words, (2) attributive words, (3) relational words. The uses and modifiers of each.

4. Parts of speech. Subdivisions of general classes of words; properties; inflexional forms.

2. English Grammar.—Second and third terms, three-year course. Four hours a week.

The work in English Grammar for the three-year course covers the same ground as that for the two-year course; however, since two terms are devoted to it by the three-year pupils, a more detailed study of the subject is possible. The work is done inductively; that is, the sentence is the basis, and from it is gathered and classified the material of which the science called English Grammar is composed. The thought must be seen back of the sentence before this is possible.

Much attention is given to methods of presentation in the grades, through discussion in the class-room and actual work with the children of the Practice School. An important feature of the work is the examination of text-books in Grammar, both for the purpose of acquiring skill in interpreting authors and to judge of the merits of the book for use in the grades.

It will be observed that Latin is offered as an elective in the three-year course. The object in this is not, primarily, to introduce a culture study; it is rather to offer opportunity for further strengthening in English. The advantage of the study of an inflected language, such as Latin, is two-fold; first, one gains an insight into grammatical relations that can scarcely be attained from any other source; second, it not only offers opportunity for, but demands fine distinctions both in thought and expression. For outline of course see the statement of course in Latin.

The work in English Grammar for the three-year course is outlined as follows:

FIRST TERM.

1. Study of the sentence as a whole.
   1. The universal form of the sentence as governed by the nature of the thought.
   2. Sentences classified (1) on basis of purpose of utterance, (2) on basis of form as determined by the form of the thought expressed.

2. The three elements of the sentence; the characteristic word in each and how modified.

3. The material of which the sentence is composed classified under (1) substantive words, (2) attributive words, (3) relational words, (4) form and feeling words. The uses and modifiers of each.

SECOND TERM.

4. Parts of speech. Subdivisions of general classes of words; properties; inflexional forms.

3. LATIN.—First year, four-year course. Five hours a week.

FIRST TERM.—Study of inflectional forms and simpler constructions, with constant drill in vocabulary and comparison of Latin and English modes of expression. Careful attention is given to quantity of vowels.

SECOND TERM.—Further study of forms and constructions, and reading of easy Latin. Reading of Latin aloud intelligently.

THIRD TERM.—Caesar's Commentaries, Book II, Chapters I—XI, with Prose Composition based on the same. A ready use of forms and knowledge of constructions used, an appreciation of Latin word arrangement, and smooth English insisted upon.

SECOND YEAR.

FIRST TERM.—Caesar; the remainder of second book and first book, with Composition.

SECOND TERM.—Caesar, Books III and IV; also, either selections from other books of Caesar or selections from Sallust's Catiline.

THIRD TERM.—Cicero, Orations against Catiline, I—III, with Prose Composition and a careful study of historical setting, argumentation, and literary style.

THIRD YEAR.

FIRST TERM.—Cicero, Fourth Oration against Catiline, Archias, and Manilian Law, or equivalents; Prose Composition.

SECOND TERM.—Ovid; with study of poetic constructions, mythology, and scansion.

THIRD TERM.—Vergil's Aeneid, Books I—IV; studied from a literary standpoint; much attention paid to narrative, mythology, and scansion.

FOURTH YEAR.

First Term.—Vergil's Aeneid, Books V and VI (six weeks) and Horace's Odes (six weeks); Horace's meters studied, and an effort made to catch the spirit of his poems; parallels found in English literature; some of the shorter odes committed.

Second Term.—Selected reading in Latin, whose purpose is to give a more comprehensive view of Latin literature; or

Work in Comparative Etymology, including a brief study of the history of the English language and its relation to the Latin, Greek, German, and other languages.

4. German.—First year, four-year course. Five hours a week.

FIRST YEAR.

First Term.—Study of principles of German Grammar, with much practice in pronunciation, reading, and speaking; reading of easy prose and poetry.

Second Term.—Further study of Grammar; conversation and oral reproduction of easy stories; memorizing of several good short poems; reading and translation of Leander's Traumerei and Storm's Immensee, or equivalents.

Third Term.—Grammar and Composition (once a week); critical study of Schiller's Wilhelm Tell or equivalent, with supplementary reading as time allows.

SECOND YEAR.

Critical study of the works of classical and modern authors. The reading will change from term to term to meet the needs of the students.

The following are suggested:

Schiller's Jungfrau von Orleans.
Schiller's Lied von der Glocke.
Lessing's Minna von Barnhelm.
Goethe's Hermann und Dorothea.
Goethe's Iphigenie.
Heine's Harzreise.
Lessing's Nathan der Weise.
Schiller's Wallenstein, Parts I and II.

Composition once a week.

For the work of the winter term of the second year, work in Comparative Etymology may be substituted.

5. Greek.—First year, four-year course. Five hours a week.

FIRST YEAR.

First Term.—Study of forms and constructions, with rapid oral translation of short sentences from Greek to English, and vice versa.

Second Term.—Further study of forms and syntax, and reading of a portion of the first book of Xenophon's Anabasis; reading of Greek aloud, both before and after translation.

Third Term.—Completion of first book of Anabasis, with much drill in Prose Composition.

SECOND YEAR.

First Term.—Second book of the Anabasis and selections from the Hellenica.

Second Term.—Selections from Herodotus, with constant drill in forms of Attic dialect; Timayenis's History of Greece included as collateral reading; or

A term's work in Comparative Etymology may be substituted.

Third Term.—Homer's Iliad, Books I—III, with selections from books IV, V, and VI; study of Ionic dialect; scansion; reading of entire Iliad in English, with study of literary style.

Elective.—A course in comparative Etymology and Syntax is offered each winter term as an option with the work of the same term in fourth year Latin or Greek, or German of the second year. It may be substituted for only one of these three branches.

READING AND ORATORY.

MISS HOAGLIN.

1. Reading.—Second term, two-year course. Four hours a week.

1. Phonology.
    - *a.* Study of vocal organs as to structure and function.
    - *b.* Systematic voice culture from both the mental and physical view points.
    - *c.* The correction of voice and speech defects.
2. Physical culture as a preparation for expression through gesture.
3. Reading.
    - *a.* Work on short selections until the power to get the thought from the printed page and to give it with life and interest, is acquired.

b. Reading of Shakespearean play.
  1. A rapid reading for the story.
  2. Movement, plot and characterization noted.
  3. In the study of a scene:
    a. Obscure passages cleared up.
    b. Close analysis of thought.
    c. Picturing of situations and of characters.
    d. Impersonation of characters.
  4. Presentation of play by the class.

TEXT-BOOKS: DR. EMERSON'S EVOLUTION OF EXPRESSION, VOL. I; SALISBURY'S PHONOLOGY; SHAKESPEARE'S MERCHANT OF VENICE, HUDSON OR ROLFE.

2. READING.—First term, three-year course. Four hours a week.

The work of this term is the same as that of the two-year course except that more time is given to the details of the work and the application of principles. The Shakespearean plays are left for the second term's work.

Much practice in sight reading is required and the pupils read, out of class, the Classics used in the upper grades of the Practice School, and tell them in story form before the class.

SECOND TERM.

1. Two Shakespearean plays, one a tragedy, the other a comedy, are studied in the manner indicated in the work of the two-year course.

At the close of the term these plays are given by the class.

2. The work in physical culture and voice is conducted by members of the class under the direction and criticism of the teacher.

3. Since in teaching much depends upon the teacher's ability to criticise in a suggestive and helpful way, pupils are given practice in this and their criticisms are subject to the criticism of the teacher.

4. Illustrative lessons with different grades are given before the class and afterward discussed freely by the class.

Before the pupil is ready to leave this subject he should be able to read well, AT SIGHT, any standard piece of literature.

3. ELECTIVE.—A course in Oratory. Five hours a week.

DRAWING.

MISS STRATFORD.

1. Course for two-year pupils.

TWO LESSONS EACH WEEK, THREE TERMS.

First Term—(24 lessons.)

Flowers, fruits, vegetables, trees, principles of perspective. Single objects and groups of objects represented in outline and in light and shade.

Second Term—(24 lessons.)

Construction—working drawings, patterns, constructive design. Composition as related to construction, representation, and decoration.

Third Term—(24 lessons.)

Lectures on Method and on History of Art. Composition in out-door sketching with brush and ink, and brush and color.

Figure pose.

2. Course for three-year pupils.

TWO LESSONS EACH WEEK, SIX TERMS.

FIRST YEAR.

First Term—(24 lessons.)

Study of flowers, fruits, vegetables, trees.

Principles of perspective in cylindric and rectangular objects.

Second Term—(24 lessons.)

Study of groups of objects.

Light and shade.

Construction—working drawings, patterns, constructive designs.

Third Term—(24 lessons.)

Composition in connection with construction. Representation, and Decoration.

Use of brush and ink and brush and color.

Flowers, sprays of leaves, etc.

Out-door sketching.

SECOND YEAR.

First Term—(24 lessons.)

Continued study of form in light and shade with pencil, pen and ink, and color.

Blackboard sketching.

Second Term—(24 lessons.)

Sketching from figure pose and use of pose in composition.

History of Art—Egyptian, Greek, and Roman periods—Modern art.

Study of pictures in grades.

Third Term—(24 lessons.)

Methods—primary and grammar grades—Use of material, books, etc.

Water Color—out-door sketching.

3. Advanced course. An optional course of five hours a week is offered as a senior elective.

GEOGRAPHY AND GEOLOGY.

MISS RICE.

1. Geography.—First term, two-year course. Four hours a week.

The chief aim in this course in geography is to present geographic material in an organized form. The dependence of human institutions on the physical condition of the earth, its surface, topography and constitution, is the principle upon which this organization is based. The further aim in this course is to present, (1) the principles that govern the selection and arrangement of material for the grades, (2) the use of helpful devices such as illustrative drawing, chalk modeling, pictures, maps, field excursions, modeling in sand and other materials, and (3) the use of the text-book and the library.

The application of lesson plans worked out according to these suggestions is seen in frequent illustrative lessons with children before the class.

1. The earth as a whole; motions of the earth and their effect; motions of air and water.

2. Home geography; a brief study of the common physiographic features and their relation to the life of man; a study of local industry; the beginning of map drawing; sand modeling.

3. Selected type studies suitable for fourth and fifth grade work; topics selected from North America.

4. Selected type studies suitable for the higher grades; topics selected from other continents. Special emphasis is placed on the comparison between Europe and North America.

Text: Tarr and McMurry, Books I and II.

2. Geography.—First term, three-year course. Four hours a week.

A study of geographic material suitable for grades below the sixth. Special attention is given to home geography and the study of North America. Excursions are made the basis of home geography. Actual things and processes are seen, studied and discussed. Physical features, industries and government furnish the topics. Sand modeling is introduced.

In the study of North America much attention is given to outline maps, blackboard illustration, pencil drawings, and chalk modeling. There is some constructive work in wood and clay. Observation of teaching forms a part of the work.

Text: Tarr and McMurry, Books I and II.

3. GEOGRAPHY.—Second term, three-year course. Four hours a week.

A study of material suitable for grades above the fifth.

1. A detailed topical study of Europe.

2. Selected topics from Asia, Africa, Australia and South America.

The selection and arrangement of material are discussed. The results of this discussion appear in a carefully written lesson plan. The execution of the plan in class shows its merits and defects.

Relief maps are constructed of paper pulp, salt and flour, plaster of Paris, etc.

The collection and care of pictures is discussed.

The drawing of outline and relief maps and pictures continues throughout the course.

Selections from literature, suitable for the grade and topic are noted and used.

TEXT: TARR AND MCMURRY, BOOK III.

4. PHYSICAL GEOGRAPHY.—Sixth term, three-year course. Four hours a week.

1. The earth as a whole: shape and size; motions of the earth and their effect; latitude, longitude and time.

2. The land: weathering agents and soil; rivers; plains and plateaus; mountains; volcanoes; glaciers, etc.

3. The atmosphere: composition, motions, storms.

4. The sea: depth and temperatures; motion, tides, waves, currents, etc.

The relations between physical features and life are continually kept in mind. Each topic, as far as possible, is introduced by a concrete example. Field trips supply a large amount of this material. Illustrations of the principles deduced are gathered from all parts of the world. Topographic maps are used continually. Collateral reading is required. Blackboard maps, outline and relief and modeling are used as means of expression. The museum affords considerable illustrative material.

5. GEOLOGY.—A five-hour course is offered as an elective in the senior year.

MUSIC.

MISS HUFF.

Third term, two-year course, and third term, three-year course. Four hours a week.

First week—Study of the adult voice.
Second week—Study of the child voice.
Third week—History and theory of music preparatory to sight-reading.
Fourth, fifth and sixth weeks—Sight reading.
Seventh week—Song singing.
Eighth and ninth weeks—Part songs.
Tenth week—Classic songs.
Eleventh week—Songs and solos.
Twelfth week—Illustrated class lessons.

LITERATURE AND RHETORIC.

MISS SIMONSON.

1. LITERATURE.—Third term, two-year course. Four hours a week.

A study of masterpieces of English literature illustrative of the different forms of literature exclusive of the drama. As types of the epic, the lyric, the essay, and the novel, the following will be studied: The Old English Ballads, Chaucer's Prologue, Milton's L'Allegro and Il Penseroso, Wordsworth's Minor Poems, Lamb's Essays, selections from Tennyson's Idylls of the King, Arnold's Sohrab and Rustum, and George Eliot's Silas Marner or some other novel. Frequent critical papers will be required on topics suggested by the reading. The purpose of the course is to develop an appreciation of the different forms of literature and to suggest methods for studying them.

2. LITERATURE.—Fifth term, three-year course. Four hours a week.

A course in the study of masterpieces of English poetry, selections to be made from Chaucer, Shakespeare, Milton, Wordsworth, Shelley, Keats, Tennyson and Browning. Critical papers will be required on topics suggested by the reading.

3. LITERATURE.—Sixth term, three-year course. Four hours a week.

A course in American literature, tracing the development of the literature from colonial times to the present and making an extensive study of selections from Irving, Bryant, Poe, Hawthorne, Webster, Longfellow, Whittier and Lowell. Pupils are required to present papers on topics suggested by the work and to give discussions of topics drawn from collateral reading.

4. RHETORIC.—Fourth term, three-year course. Four hours a week.

A study of the principles of unity, coherence, and emphasis in the whole composition, the paragraph, and the sentence; also of the forms of discourse and of the qualities of style, with some analysis of good prose models. Frequent themes will be required.

TEXT: WEBSTER'S COMPOSITION AND LITERATURE.

5. ELECTIVES.

1. The Drama. Mainly a study of the plays of Shakespeare.
2. Fiction. A study of the short story and the novel.
3. The poetry of the Romantic Period in English literature.

PHYSICAL CULTURE.

JESSIE FOSTER.

The gymnasium, with a clear floor space of 80 by 85 feet, well ventilated and lighted on two sides by large windows eight feet from the floor, offers splendid facilities for the personal development of the Normal student, and the acquirement of a knowledge of physical exercise for presentation to pupils in the school room.

There is a good equipment of new apparatus, and the adjoining bath rooms, fitted in marble, and affording spray and shower baths, are free to students.

All students are required to take gymnastic exercise in the gymnasium, and a course in the theory of gymnastics, together with the study of its place in the school room and in the life of a child.

A suitable suit and rubber-soled shoes are a necessity in the gymnasium, and those persons not already provided with such attire are advised not to procure it until after reaching the school, as a greater uniformity of costume can be thus acquired. The cost will be from three to five dollars.

Each student, before entering the gymnasium classes, is subject to a physical examination, which will determine his fitness for the work he wishes to take, and exercises for his own special development are given him.

This department aims to do practical work, developing a well trained body as a support for the well developed mind.

THE PRACTICE DEPARTMENT.

*CHARLES A. MC MURRY, PH. D., DIRECTOR.

NEWELL DARROW GILBERT, A. M., DIRECTOR.

The public schools of the city of DeKalb, with an attendance of about eleven hundred children in the grades below the high school, constitute the Practice School. About two hundred and fifty children, representing eight grades, occupy rooms in the Normal building. The rest of the children are distributed among the city buildings.

Six teaching credits are required for graduation. The general plan anticipates three terms in charge of a room for one-half of each day. This arrangement is modified somewhat in individual cases. In the city buildings each critic has charge of two rooms and will thus have the supervision, ordinarily, of four pupil-teachers. Since beginners are permitted to assist in the care of rooms this number is increased, sometimes, to six. The pupil-teachers are conditioned substantially as they will be in their subsequent teaching, with this difference,—the supervision is close and efficient.

Illustrative exercises with classes of children conducted by critic teachers, heads of departments, and by unusually capable pupils, constitute a regular and important feature of the training work.

As the school year in the city schools opens two weeks in advance of the Normal department, the pupil-teachers have an opportunity to get established in their teaching work before taking up their half-day studies.

COURSE OF STUDY IN THE PRACTICE SCHOOL.

LANGUAGE.

NOTE—It is intended to maintain in our work the direct and close association of the language group of studies—Literature, Reading, Writing, Spelling, Language (oral and written speech)—and their intimate correlation with the other studies. By Language here is meant the work designed to discipline the pupils in the use of good English. Such exercises must have a distinctively formal element, and by them the teacher can scarcely do more than lay out the lines of correct usage. The following of such lines must become a matter of habit, and this in general is the result only of persistent training. Every recitation, then, is an opportunity, not to be missed, quietly, unremittingly, to give the exercise needful.

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*Absent on leave since January 1, 1902.

The general aim of these exercises, which determine both material and method, may be stated thus:

1. To stimulate, discipline, and refine the pupils' power to think.

2. To habituate the children to the use of good English—i e., correct in form, and, as well, concise, direct, ready, apt, exact and even elegant, both in speaking and writing.

3. To prepare them specifically for the common demands in the use of the mother tongue, which their subsequent life will put upon them.

These three involve these others:

1. Definitely enlarging and enriching the child's vocabulary, especially in the vernacular, and bringing it into command for every day use.

2. Teaching correct spelling, appreciation of the force of words, derivation—the commoner roots, suffixes and prefixes—and the discrimination of synonyms and homonyms.

3. Teaching the structure of the English sentence.

4. Drill in punctuation, use of capitals, paragraphing and margins.

5. Teaching ordinary business and social forms.

Material for these exercises should be drawn from the active school and home interests of the children and given always under the impulse of some sufficient immediate motive: as, (a) gratification of others; (b) expression and defense of an opinion; (c) sense of mastery,—in order that the pupils may develop and maintain a strong, wholesome, urgent desire for self-expression, and worthy self-expression.

There is no greater need to teach children to write than to teach them to talk—with all that this involves of choice of words, of arrangement, of distinct and melodious utterance.

Written work should be preceded by careful oral discussion to digest the thought to be presented, and in general a more or less full outline should be worked out by teacher and class and written on the board. This may or may not, as circumstances require, be more than two or three main sub-topics, and may or may not be left on the board as the children write. The subject must be relatively simple or the class well trained, to get on well wholly without the mnemonic aid of the outline. The idea is to do for the children what we do for ourselves to secure freedom and so completeness and clearness of expression.

In all language exercises, care must be had that the children do not fall back wholly upon the vocabulary already familiar to them, but that new words and idioms are worked into their usage.

References:—Metcalf and Bright's Language Exercises; Bright's Graded Lessons in Language; DeGarmo's Language Books; McMurry's Regulatives; Keith: Teaching the Language Arts, Northern Illinois, 1902; Gilbert: Language Teaching in the Grades, Northern Illinois, May, 1902.

For general reading, there may be found in the Normal Library—Hinsdale: "Teaching the Language Arts," Laurie: Language and the Linguistic Arts.

FIRST GRADE.

1. Familiar conversation in connection with Nature Study and other observational work. This conversation should be free and informal, and yet direct and purposeful, seeking to elicit—(a) complete statements, accurate in expression and true to fact; (b) consecutive sentences, giving a quite complete, continuous statement of observations.

2. Oral reproduction of stories, told in Literature. This work in this grade and the next is the especial opportunity to lay the foundation of a full, rich vocabulary in the vernacular, and of freedom, vivacity and vigor in thought and expression.

As soon as practicable, written sentences, setting out in connected statements the gist of a story or of a science lesson. This work merges into spelling, writing and reading.

SECOND GRADE.

1. Conversation, as in First Grade. (q. v.)

2. Oral reproduction of stories told and read, as in First Grade (q. v.), but more extended.

In both grades, dramatization will tend to bring out more strongly the better qualities of language and deepen their impression on the children's minds.

3. Written exercises, as in First Grade, but more extended: (a) sentences; (b) written reproduction of stories.

NOTE.—The following is suggested as an order by which material may be thoroughly used in this grade and the next: (1) The story is related and (2) orally reproduced (literature lesson). (3) In reply to teacher's questions the story is repeated in outline, and such words and phrases as are thought desirable to emphasize either because of difficulty or of endeavor to graft them on the child's vocabulary are listed on the black-board and either left on the board or, better, copied by the children on slips of paper (writing and spelling lesson). (4) With these lists for ready reference the children go to the board and write the story or sentence indicated. (5) As far as possible these are reviewed by teacher and class, criticised as to accuracy of statement, choice of words, spelling, punctuation, etc. (6) The children then write the same story at their desks on paper.

THIRD GRADE.

1. Conversation, as in lower grades (q. v.), but with much greater exaction as to fullness and continuity of statement.

2. Oral reproduction of stories; dramatization (see Second Grade.)

3. Written exercises: (a) reproduction of stories; (b) reports of science lessons, excursions, trips, etc.; (c) brief friendly letters, with careful teaching of simplest letter forms.

4. Invention of stories—first oral, then written—based on pictures, incidents, objects, suggested and supplied by teacher.

FOURTH GRADE.

1. Conversation, as heretofore. Topical recitations in Geography, oral reports of excursions and science lessons, etc.

2. Oral reproduction of History stories.

3. Written exercises:—
   - *a.* Reproduction of History stories and of Geography and other lessons. Written lessons in Arithmetic should be good language exercises.
   - *b.* Reports, (see Third Grade.)
   - *c.* Friendly letters.
   - *d.* Stories invented by children, with and without common core of suggestion.
   - *e.* In connection with Arithmetic, bills and receipts.

4. Sentential structure. In the study of Reading and in the criticism of written work, lead pupils to discover and separate the greater elements of the sentence—subject and predicate—and the words or sets of words—modifiers—which are used to render the thing thought of (subject) more definite, and the thought concerning it (predicate) more explicit. The whole purpose here has to do with function, but technical terms may be gradually introduced and used in close association with the idea of function, but without definition.

FIFTH GRADE.

1. Extended development of topical recitations (see Fourth Grade).
2. Oral reproduction of History stories.
3. Written exercises: (see Fourth Grade, item 3).
4. Sentential structure: (see Fourth Grade, item 4).

SIXTH GRADE.

1. Topical recitations.

2. Oral presentation and defense of opinion on points of history——past and current; results of inquiry on special topics; descriptions of places, persons and objects of special interest.

3. Written exercises:—
   - *a.* Biographies; topics from History, Geography and other branches.
   - *b.* Reports, descriptions, etc.
   - *c.* Friendly and business letters.
   - *d.* Stories.
   - *e.* Independent outlines of articles read, discussions had, preparatory or not to written work.
   - *f.* Business forms involved in arithmetical problems.

4. Sentential structure, as in Fourth and Fifth Grades. Rhetorical structure should be carefully studied in criticism of papers, and attention directed to advantages of arrangement, contraction and expansion of elements, etc., with reference to clearness, vigor and smoothness. In the study of literary selections, good illustrations of these rhetorical modifications should be noted and studied, and held in mind for comparison.

SEVENTH GRADE.

1. Grammar.
    - *a.* Imaging from sentences.
    - *b.* Selecting elements of thought; of elements of sentence.
    - *c.* Classes of sentences on basis of purpose of speaker.
    - *d.* Sentence material: substantive words; attributive words; connective words; subdivisons of these into the "parts of speech."
    - *e.* Noun uses; adjective uses; (pronoun uses, same as those of noun); adverb and other uses.
    - *f.* The clause; the phrase.
    - *g.* Classes of sentences on basis of form of thought expressed: simple; complex; compound.

2. Composition: (a) Essays based on various lines of work. (b) Letters—friendly, social, business. (c) Stories. (d) Free paraphrases, or interpretations, of selections from literature; not bare prose transpositions. (e) interpretations of pictures.

3. In correction of essays and in discussion of them, close attention to paragraphs and their contents, sequence of paragraphs and of sentences within the paragraph, and, as in Sixth Grade, to sentential structure—grammatical and rhetorical.

EIGHTH GRADE.

1. Grammar.
    - *a.* An intensive study of the parts of speech, including the classification, properties and inflexional forms of each.
    - *b.* Analyses of literary selections, with references to the best authorities, as found in the library.

2. Composition. As in Seventh Grade.

3. Rhetoric—Careful criticism, class and individual, of pupils' essays.

The commoner figures—simile, metaphor, synecdoche—and some of the simpler poetic meters worked out in study of literature, not so much by way of nice definition as with reference to their forms, and their rhetorical value in enhancing the beauty and vigor of the sentence.

PUNCTUATION.

Note.—The designation of certain elements of punctuation for certain grades is not meant to prescribe formal lessons, but to indicate certain things, which by the end at least of the respective grade years, the pupils should have under control for use. They will for the most part know them earlier than the indicated time. But the teacher should definitely ascertain whether they *do* know them by the time prescribed.

The teaching in the first three grades, at least, should be based on imitation, association, and the teacher's quiet, opportune suggestion, and should aim at implicit knowledge and use. In Fourth and Fifth Grades, explicit statements may be looked for, and when made should be constantly appealed to as a standard of use in written work. In Sixth, Seventh and Eighth Grades, a compact body of rules covering the various points of the course should be taught. The correction and discussion of the regular exercises will give sufficient material for such instruction, especially when re-enforced by abundant specific illustrations.

To secure uniform practice, Bigelow's Handbook of Punctuation is taken as the standard and will be supplied to the teachers' desks.

FIRST GRADE.

1. The period—(a) at the end of a sentence; (b) Mr. and Mrs. taught as words; (c) other common abbreviations used by teacher, as names of the days of the week, and names of the months in weather charts, etc.
2. The comma.
3. The question-mark.
4. Capitals (a) in proper names; (b) at the beginning of a sentence.
5. The possessive form.

SECOND GRADE.

1. The period in abbreviations needed for use.
2. The comma to set off the vocative.
3. Quotation marks to mark an undivided quotation.
4. The hyphen in a word divided at the end of a line.

THIRD GRADE.

1. The comma (a) in letter forms; e. g. dates and addresses; (b) to set off a brief direct quotation.
2. Capitals (a) in abbreviations; (b) in headings and titles.

FOURTH GRADE.

1. The comma (a) to set off appositives; (b) to divide a compound sentence.
2. Quotation marks, in the divided quotation.

FIFTH GRADE.

1. See preceding grade.

SIXTH GRADE.

1. Comma to set off adverbial clauses.
2. Semicolon in compound sentences.
3. Parenthesis.

SEVENTH AND EIGHTH GRADES.

1. Comma to set off adjective clause when not restrictive.
2. Colon after *as follows*, the following, this and these, etc.
3. The *dash* (a) after a colon; (b) in place of the parenthesis; (c) in an interrupted sentence.

LITERATURE.

The place of literature in the course is two-fold: (a) To illuminate and interpret facts of science, geography or history; (b) as an object of study in itself, as a source of refinement and mental quickening.

In the first case, it is to be read or related and not dwelt upon except as portions are now and then memorized. In the second, the teacher and class should linger over it and endeavor to get its deeper meaning and spirit. In the first three grades, this presentation should be mainly by narrative by the teacher, to be narrated in turn by the individual children before the class, and is to be a daily exercise. In the Fourth, Fifth and Sixth Grades this material is to be used in the reading classes and is to be presented with careful thought analysis. In the Seventh and Eighth Grades this work is to be fairly close intensive study of masterpieces with parallel readings and is to alternate with formal grammar.

Apart from material designated here, much that is chosen with reference to special days and events will be presented. Much effort should be given by the classes to memorizing choice selections, especially such as relate to birds and flowers, to seasons and seasonal characteristics and events. Selections used for reading should present many lines, couplets, stanzas, paragraphs; many rare, apt, vigorous words; many phrases and many figures,—to be held in memory and often recalled and enjoyed by teacher and class. Definite effort should be made to give these words, phrases, figures, varied appropriate associations, in order to work them into the web of the children's thinking and usage.

Reference:—McMurry (C. A.): Special Method in Literature; Regulatives; McMurry (Mrs. Lida): Songs of Tree-Top and Meadow; other collections of Nature poems.

FIRST GRADE.

Fairy Tales and Folk Stories:—

The Old Woman and Her Pig.
Little Red Riding Hood.
The Three Bears.
The Street Musicians.
Cinderella.

Fables, Nature-Parables and Myths:—

Lion and Mouse.
Wind and Sun.
Anxious Leaf.
Persephone.
Fox and Crow.
The Pea-Blossom.
Little Match-girl.

Reference:—Lida Brown McMurry's Classic Stories, Flora J. Cooke's Myths.

SECOND GRADE.

Hiawatha or Robinson Crusoe.
Phaeton.
Hermes.
Arachne.
Woodpecker (legend.)
Robin legends.
Moon legends.
Legend of Great Dipper.
Selections from Jane Andrew's Seven Little Sisters.

Reference:—McMurry and Husted's Robinson Crusoe, Cooke's Myths, Whittier's Poems.

THIRD GRADE.

Midas.
Rhoecus.
Baucis and Philemon.
Perseus.
Old Testament Stories.
King of the Golden River.

Reference:—Hawthorne's Wonder Books, Old Testament Stories, Baldwin's Stories of the Chosen People.

In the succeeding grades the Literature will be presented by means of Reading (q. v.)

READING.

Note—Reading is the most wide-reaching acquisition made by the child in school. No agency is capable of becoming so effective under wise teaching, for at once disciplining and informing the pupil's mind. No study, then, deserves more careful consideration or demands more carefully elaborated plans than this. For in actuality no other study more widely and effectively conduces to bad mental habits.

It must begin and at every point proceed on the basis of vigorous, genuine thinking on the part of the child, and the life of such thinking is constant clear, vivid imaging—the reality and character of which the teacher should unfailingly put to the proof in some way—drawing, construction, dramatization, or equivalent form of expression.

These remarks lead to the following suggestions:

1. The reading matter must be chosen with wise discrimination as its adaptation to the children's intelligence, taste and effort, in thought, in spirit, in phraseology.

2. Close alliance must be kept, of the reading matter to the children's active interests—other studies, seasonal changes, attractive elements of environment, of experiences, etc.

3. The material chosen for the reading hour should characteristically be from the "literature of power"—writings that by reason of their purity, beauty and spiritual strength have become classic.

4. Supplementary reading should be used, not simply to give more exercise in reading, but to enlarge and enrich specific topics, thus applying the power to read to a clearly perceived end in the acquisition of information, reading from sharply defined, immediate motive, with close and strong association.

5. The assignment of work must be made in such a way as to make a tangible presentation of things to be accomplished:—(a) words to be looked up; (b) allusions to be explained; (c) questions of fact to be verified; (d) questions of thought or of motive.

6. No text-book in reading, which is not in itself a literary whole, is to be taken seriatim. But rather the contents should be analyzed and selections assigned when and where they respectively have a clear and significant bearing.

Reference:—McMurry: Special Method in Reading; Regulatives; Gilbert: Special Instructions—Reading; McMurry (Mrs. Lida): Beginning Reading, Northern Illinois, June, 1901. Hinsdale: Teaching the Language Arts.

FIRST GRADE.

1. The first lessons in reading are drawn (a) from games and occupations; (b) mainly from literature used for narration in this grade; (c) from the nature work. (See Language, Spelling, Writing, Literature.)

2. Of the following several should be read—some entire, others in part; some, perhaps, read through, but more probably the teacher should alternate two or more so as to use their simpler or more appropriate portions in harmony with suggestion six above:

Cyr's Primer.
Cyr's First Reader.
Sunbonnet Babies' Primer.
Nature's By-ways.
Stepping Stone to Literature, Book One.
Taylor's First Reader.

SECOND GRADE.

New Era Second Reader; Stepping Stones to Literature, Book Two; Taylor's Second Reader; Hiawatha Primer; McMurry's Classic Stories; Around the World, No. 1; Wiltse's Grimm's Fairy Tales; Bass' Animal Life; Bass' Plant Life; Pets and Companions; Baldwin's Second Reader; Child Life, Second Book.

THIRD GRADE.

New Era Third Reader; Stepping Stones to Literature, Book Three; McMurry's Robinson Crusoe; Anderson's Tales; Stickney's Aesop's Fables; Old Testament Stories; Judd's Classic Myths; Child Life, Third Reader; Stevenson's Child's Garden of Verses.

FOURTH GRADE.

Hiawatha; Arabian Nights; Pratt's History Stories, I; Hawthorne's Wonder-Book; Cook's Story of Ulysses.

FIFTH GRADE.

Whittier's Child-Life in Poetry and Prose; Longfellow's Miles Standish and Selected Poems; Irving's Legend of Sleepy Hollow and Rip Van Winkle; Ruskin's King of the Golden River; Hawthorne's Tanglewood Tales.

SIXTH GRADE.

Whittier's Snow Bound; Macaulay's Lays of Ancient Rome; Longfellow's Building of the Ship, etc.; Burrough's Birds and Bees and Sharp Eyes (selections); Scott's Tales of a Grandfather (selections); Story of Iliad; McMurry's William Tell.

SEVENTH GRADE.

Evangeline; Arnold's Sohrab and Rustrum; Holmes' Grandmother's Story of Bunker Hill Battle; Burrough's Birds and Bees, etc., (selections); Stories of King Arthur.

EIGHTH GRADE.

Bryant's Thanatopsis and other Poems; Lowell's Vision of Sir Launfal and selected poems; Merchant of Venice; Webster's Bunker Hill Orations; Lincoln's Gettysburg Speech; Scott's Lady of the Lake.

SPELLING.

Note.—The instruction in spelling is based on the belief that it is "possible to learn to spell and at the same time express educative thought by writing." The teaching of spelling, therefore, is to be kept in closest association with the various lines of study and is especially to be regarded as an active phase of all written work.

A large proportion of bad spelling results from slovenly enunciation. The teacher is to exercise constant care over the children's habits of speaking. Wherever lists of words are presented—in Language, Reading, etc.—careful drill in clear, forcible, deliberate pronunciation, always with falling inflection, should be given persistently. Accent is secured by pitch, better than by stress of voice.

The use of the dictionary for pronunciation mainly, and for definition under such careful oversight by the teacher as insures that the definition defines, should receive faithful attention to teach (a) the swift and direct finding of words; (b) the ready and accurate interpretation of diacritical marks; (c) resort to it for correct spelling; (d) in due time, the selection of definitions from the Unabridged Dictionary.

FIRST, SECOND AND THIRD GRADES.

1. At first identical with Writing (q. v.)
2. Merged in the Reading and, especially, the written Language.
3. Word-building—particularly games, such as Rhymes.
4. Phonics—introduced gradually by teachers isolation of initials and terminals, of long and short vowels, until children are prepared to discriminate sounds and appreciate their function as integral parts of words.

FOURTH, FIFTH AND SIXTH GRADES.

1. Written and oral work on list, drawn from the various exercises and definitely selected to include (a) mis-spelled words; (b) new and difficult words; (c) homonyms, suggested by erroneous usage.
2. Use of dictionary, begun and developed as indicated above.
3. Significance of commonest suffixes and prefixes.

SEVENTH AND EIGHTH GRADES.

1. Lists as in earlier grades.

2. Use of dictionary, developed to include use of unabridged edition in selection of definitions; in tracing derivations; in discriminating synonyms and antonyms.

3. Lists of synonyms and antonyms, based on Literature and essay work.

4. Derivatives, based on Literature and essays.

WRITING.

NOTE.—The purpose of teaching children to write is to equip them with a highly conventionalized means of expressing themselves and of interpreting the thoughts of others. To be effective—(a) it must be easily legible, neat and rapid; (b) the individual must have, to a marked degree the unconscious power and freedom of written expression shown in oral speech.

This skill rests on motor habit, is developed by sustained effort, and without repetition—practice—rapidly decreases. Written form of itself does not afford sufficient motive to secure the desired effort. This must be found in keeping writing from the first to the definite end for which intended—self-expression. Carelessness and slovenliness have the same tendency to form habits as carefulness and neatness. Hence the former cannot be tolerated.

In the primary grades, pupils have not the degree of motor co-ordination necessary to perfection of form. Hence forms must be approximate only, and the process of approximation must be given time, and a moderate degree accepted. However, approximation to standard forms should progress through the grades.

The movements in writing should at first be large and free, on the black-board, on large sheets of paper unruled—for example the "9 in. x 12 in." drawing paper—or very wide-ruled paper, with no extra ruling.

The first work in writing is closely associated with learning to read, deals with the words the teacher presents, and is based on the impulse and power to imitate. The teacher writes a word of immediate interest because of its associations, on the board—writing deliberately in a large hand and in such position that the children may see the whole movement—i. e., with the left side to the class—erases and asks children to write. The process is repeated at the teacher's discretion. No copying is to be done, except as the children imitate the teacher's movement. Children may be trained to imitate in the air the teacher's motion as he writes, as preparatory to their own effort. The work on words merges as soon as possible into sentences.

No copy-books will be used, but in the first four or five grades, the letters of the alphabet in standard form should be on the boards where they may be referred to readily.

Careful and constant attention must be given to train to a posture and movement that are hygienic and economical of physical energy—that is, a position that does not distort the body, hinder free motion, or strain the eyes. As a rule this matter is grossly neglected by teachers, to the defeat of the course of training designed and provided.

The teachers are instructed to hold children to adopt and adhere to the following—

Position.—Child facing the desk squarely; trunk straight, inclined slightly forward and resting lightly on left elbow so as to leave the right arm entirely free, feet firmly and evenly on the floor. Paper perpendicular to the body or front edge of the desk—or better, perhaps, paper turned to be at such an angle to the body as will prevent twisting the trunk or dropping the head to watch the pen. The pen should be held by the thumb and first two fingers—the first finger on top of the holder, the second finger and thumb to the sides of it and underneath, the fingers straight, the thumb bent to touch the holder opposite the first joint of the first finger. This manner of holding the pen will naturally cause the holder to fall across the knuckle of the forefinger.

The question of slant in writing will take care of itself resulting in that degree of slant most conducive in individuals to the standard described at the outset—if only right physical habits are formed.

GEOGRAPHY.

A full and explicit statement of the course in Geography is found in Dr. Charles A. McMurry's Special Method in Geography and the Supplement to the Fourth Year Book of the National Herbart Society. Copies of both are furnished for the teachers' desks.

This scheme of teaching Geography gives definite purpose and method to the gleaning of information and illustrations—historical, scientific, literary—from various sources and affords opportunity to teach children some effective system of classifying and indexing such material. Matter so collected should be constantly sifted and only the best, the most interesting, the most pertinent to the specific topics should be kept. Not the least advantage of this plan is the opportunity to the teacher always to have fresh matter and to bring to the child fuller, richer, better organized knowledge.

There must be constant use of the map and the globe to keep the notions of location, distance, direction and relief forms well in mind. Excursions are to be made frequently, but always in consultation with the principal, both as to purpose and plan and discussion of results.

The text-book must not be neglected. It cannot, fortunately, be taken by rote; but its maps, its illustrations, its information constitute the most available resources, and the pupils are to be directed to all it contains pertaining to the lesson topic.

In the First and Second Grades the geographical work will be in the form of nature study, dealing with the child's environment, involving notions of position and direction, points of the compass; of winds, their character and prevailing direction; of the seasons, their characteristics, weather; distinctive occupations, sports, conditions of living, etc.; of fields and woods and streams; of plant and animal life.

Views of the "great, wide, wonderful world" will be given in studies of human life under contrasted conditions, especially stories of child-life in various countries and climes.

THIRD GRADE.

"Third grade, or home, geography includes local surface features, drainage and soil, gardening, agriculture and food products; house-building and related trades and occupations; clothing and the sources from which it is derived; local commerce, roads and bridges, railroads; local government, including the town and city organization, board of education, county officers, court-house. All these topics should be worked out in the third grade as concretely as possible, based upon the common observations of the children in the neighborhood and re-enforced by excursions which are made by the teacher and the children in the regular course of instruction.

"They should get acquainted with the great continents and oceans, and especially with North America and the United States, upon the globe, in their general relations to the earth as a whole, so that, as they move forward in their future study of geography, they will have before them the general relations of the home to the great earth, and to other communities, countries and peoples; their dependence upon them, the modes of communication and exchange with them.

"Besides this, while the children are getting these various geographical concepts of the home, they should be given some larger views of the earth as a great ball in space, whose surface is varied by continents and oceans and upon which the sun and moon shine from a distance." There should be also some study of the sun and moon and more noticeable constellations, stars and planets.

THIRD GRADE TOPICS.

FOODS.

1. A fruit store.
   A bakery.
   A feed mill.
   A meat market.
   A dairy.
   A creamery.
   A grocery store.

CLOTHING.

2. A shoemaker's shop.	A tailor's shop.
A glove factory.	A dry goods store.

TOOLS AND BUILDING SUPPLIES.

3. A blacksmith shop.	A wagon shop.
A tin shop.	A hardware store.
A planing mill.	

GOVERNMENT.

4. City Hall Officers:—Mayor, councilmen, police, police magistrate. Functions—most obvious. Fire department. Water department.

TRANSPORTATION.

5. Roads and bridges; streets and pavements; railroads and shipping.

MISCELLANEOUS.

6. A greenhouse.
The farm—Spring. Fall.
The grain elevator.
The study of slopes from the cupola.
On the campus:—Forest, pond, streams, slopes, meadow.
House building.
Brick and tile manufactures.
Carpet weaving.
A china store.
A garden—Planting in spring. Harvesting in fall.

FOURTH GRADE.

1. The Illinois River and the Illinois and Michigan canal.
2. The prairies of Illinois.
3. Corn and live stock in Illinois.
4. A coal mine in the coal fields.
5. Chicago as a trade center.
6. Excursion on the Upper Mississippi from St. Louis to St. Paul.
7. Pineries and lumbering of the Upper Mississippi.
8. Wheat fields of Dakota and the northwest.
9. Minneapolis as a trade center.
10. The iron mines of Michigan.
11. The blast furnace and steel production.
12. The Lake Superior copper mines.
13. Lake Superior.
14. The series of great lake ports.
15. The hardwood forests of Indiana and the Ohio Valley.
16. Tobacco raising in Kentucky.
17. Surface features of Tennessee.
18. Trip of the Lower Mississippi from Cairo to the Delta.

19. Cotton and cotton plantations.
20. A sugar plantation in Louisiana.
21. A cattle ranch in Texas.
22. Irrigation and the big ditch at Denver.
23. Pike's Peak and the Rocky Mountains.

FIFTH GRADE.

1. General survey of the physical features of North America.
2. Niagara Falls, Welland and Erie canals, Buffalo.
3. Hudson river. Scenic, historic, commercial.
4. New York City. A great seaport. Foreign commerce.
5. Cod fishing on the banks of Newfoundland.
6. The St. Lawrence river.
7. Educational centers of New England. Harvard, Yale, Amherst, Bowdoin.
8. Manufacturing centers of N. E. Lowell, Worcester, Springfield, Waterbury.
9. Boston as a historic center.
10. Marble quarries of Vermont. Granite quarries of Massachusetts.
11. Alleghany Mountains, coal and iron centers, oil, gas.
12. Iron shipbuilding at Philadelphia. (Cramps' docks and yards.)
13. Surface features of the Atlantic coast.
14. Washington, seat of national government.
15. Oyster fisheries of the Chesapeake.
16. The pineries of North Carolina. Tar, pitch, turpentine, resin, lumber
17. Florida—The rock formation, everglades, oranges, St. Augustine, climate.
18. Southern seaports.
19. Mammoth Cave in Kentucky.
20. The Central Pacific railroad from Chicago to San Francisco.
21. Gold mining in California.
22. San Francisco.
23. The forests of Washington and the Pacific slope.
24. The Columbia river and salmon fishing.
25. The Colorado river and canon.
26. Yellowstone Park.
27. Salt Lake and the Great Basin.
28. Alaska.
29. Mexico.
30. North America as a whole—Mountains, plains, rivers, oceans.
31. Cuba.

SIXTH GRADE.

1. Trip by steamer from New York to Liverpool.
2. Europe as a whole.
3. The British Isles.

4. Liverpool—Commerce; wet and dry docks.
5. Manchester—Cotton manufacture; ship canal; George Stephenson.
6. Birmingham and Sheffield. Iron manufactures.
7. London—Thames river; Westminster Abbey; St. Paul's Cathedral; the House of Parliament; the tower.
8. Glasgow—Clyde river. Recall shipbuilding at Philadelphia.
9. Edinburgh—The castle.
10. Dublin and the lace industry. Linen.
11. The peat bogs of Ireland.
12. The lakes of the British Isles.
13. From London to Calcutta via. the Mediterranean sea. Gibraltar, Malta, Cyprus, Suez Canal, Aden.
14. The sacred river Ganges.
15. The people of India and the English rule.
16. The Himalaya Mountains in their relation to Asia.
17. Ranch life in Australia.
18. Melbourne.
19. The great coral reef.
20. New Zealand.
21. The Nile river and valley.
22. The English possessions in South Africa. Diamond mines.
23. The Rhine river.
24. The land of dykes, canals and windmills—Holland.
25. Berlin, the Kaiser city.
26. The character of the Germans.
27. The sugar-beet industry.
28. France and the French people.
29. Paris, city of art.
30. Lyons and the silk industry.
31. Mont Blanc and the Alps.
32. Norway and Sweden.

SEVENTH GRADE.

1. The Mediterranean sea.
2. The peninsulas of southern Europe.
3. Rome.
4. Genoa and Venice.
5. Naples—Vesuvius.
6. Madrid and Granada.
7. Athens and modern Greece.
8. Vienna and the Danube.
9. Contantinople and the Turk.
10. St. Petersburg and Peter the Great.
11. The Volga and the plains of Russia.
12. Overland trade routes through Siberia to China, Siberian railroad.
13. Asia as a whole.

14. The Yangtse river.
15. Tea culture in China.
16. Tokio and Yokohama. The Japanese. The Mongolian race.
17. The Philippines.
18. Java.
19. The Tigris and Euphrates valley. Ancient cities and empires.
20. Palestine.
21. The desert of Sahara. Other desert regions. Causes.
22. Madagascar.
23. French possessions in Africa.
24. The Congo river.
25. South America as a whole.
26. The Amazon valley.
27. Rio Janeiro and the Portuguese in Brazil.
28. Coffee production in Brazil.
29. The Andes Mountains.
30. Chili.
31. The La Plata river.
32. Buenos Ayres.
33. Population of South America. Spanish, Portuguese, Indians.
34. The Atlantic ocean—depths, trade routes, trade winds, gulf stream.
35. The North—Greenland, Iceland and expeditions to the north pole.
36. Hawaii and the islands of the Pacific.
37. Pacific ocean. Trade routes.
38. The Nicaragua canal.

EIGHTH GRADE.

A general survey of Physical and Astronomical Geography will be given during the first term.

The remaining two terms will be devoted to a study of the government of Illinois and of the United States; of municipal and county organizations.

HISTORY.

The end of history-teaching must always regard the acquiring of the facts of history, accurately learned and strongly and clearly held. But the great aim is to help pupils grasp historical fact in large outlines, in its broad relations; to imbue them with its spirit; to give a persistent impulse to read History.

The study of History should widen the horizon and strengthen the judgment; develop sincere, clear-eyed public spirit and deepen reverence for great men, and increase faith in our institutions and devotion to their preservation and growth.

With reference to such scope of work pupils are expected to make large use of the library as part of the course in History. The study should be pressed along these lines: Assignment of broad topics, sufficiently definite to read to, with references to available sources of information; the discussion and digestion of relevant material brought to the class by members in common or by individuals or by the teacher; the elaboration of a comprehensive topical outline—not too minute—with references to authorities.

Independence in hunting down information by means of indexes and the preservation of results in properly made notes should be made a definite aim of class instruction, including the collection and arrangement of clippings.

In Grades I to V, inclusive, the work consists of the narration and reading of stories from our national history, selected with reference to other work, as Geography, or to special days.

In Grades IV and V these are selected with special reference to the topics in Geography. The numbers preceding the various topics refer to the topics in Geography on which these bear.

FOURTH GRADE HISTORY TOPICS.

1. The Indians in Illinois. Starved Rock.
2. Shabbona.
3-4. George Rogers Clarke's capture of Kaskaskia and Vincennes.
5. Fort Dearborn and the Black Hawk war.
6. Hennepin's voyage on the Upper Mississippi.
7-8. Marquette and Joliet's discovery of the Mississippi and voyage to Arkansas.
9-13. LaSalle on the upper lakes and in Illinois.
14. Lincoln's early life in Kentucky, Indiana and Illinois.
15. Boone as hunter and settler in Kentucky.
16. Robertson and the settlement of Tennessee.
17. LaSalle's trip to the mouth of the Mississippi.
18-19. DeSoto's discovery of the lower Mississippi.
20. The Sioux massacre of 1862.
21-22. Fremont's journey across the plains. Climbing the mountains.
(With the Missouri River)—Lewis and Clark. Trip up the Missouri river and across the mountains to the Pacific.
(With the Ohio River)—Marietta and Cincinnati. Forts and settlements.

FIFTH GRADE HISTORY TOPICS.

1. The American Indian. Distribution. Different stages of civilization.
2. French fur companies and trading posts.
3-4. Henry Hudson.
5-6. Champlain.
7-8. The Pilgrims and Puritans.
9. The founding of Boston. Lexington and Bunker Hill.
10. Stark and the Green Mountain Boys.
11-12. William Penn and the Quakers.

13. Territory in North America explored by the English, French, Dutch, and Spanish nations.
14. Early life of George Washington.
15. Captain John Smith and the settlement at Jamestown.
16. Sir Walter Raleigh.
17-18-19. Andrew Jackson and the Seminole Indians.
20. Fremont's second trip.
21. Trip to California in '49.
22-24. Sir Francis Drake. Recall Lewis and Clark's expedition.
25. Powell's exploration of the Colorado Canon.
27. The Mormons.
28. Magellan.
29. Cortez.
31. Columbus.

In Grades VI, VII, and VIII, the systematic presentation of History in its order of development is undertaken.

SIXTH GRADE.

Periods of discovery, exploration and settlement presented mainly in the biographies of its more significant characters.

Colonial life: Community and home; social customs; dress; manners. Travel. Industry and trade.

SEVENTH GRADE.

The Indian and inter-colonial wars. The Revolutionary war. Government: Colonial; the Continental Congresses; the articles of confederation,—to the adoption of the constitution.

EIGHTH GRADE.

Formation and adoption of the constitution. Development under the constitution,—to the present time.

Remark: The course in History is in progress of extensive reorganization, not yet far enough advanced to publish. The work as blocked out above will be wrought out topically month by month during the year, under the direction of the Department of History and developed with the student teachers in special meetings.

NUMBER.

The first consideration in number teaching is to develop a lively "number sense" that quickly and nicely perceives number relations, that detects incongruities, that images magnitudes in their relations accurately, that guides the mind with directness and confidence in its thinking of numbers. The initial work is based on the conception that number is a "phase of thinking;" that it "arises from constructive (psychical) activity, from the actual use of certain things (material, tools) to reach a certain (definite, preconceived) end;" that "the pupil may (must?) perform many operations and reach definite results by implicitly using the ideas they involve long before these ideas can be explicitly developed in consciousness;" that "rational action (constructive use) will pass over of itself when the time is ripe into abstract reasoning." (Dewey: Psychology of Number.)

In Grades I and II, therefore, there will be no distinctive number classes for drill in the formulation of abstract number combinations. Facilities will be provided for much constructive work, with special effort to invent exercises related to work in hand in other lines, according to suggestions contained in the outline of related number given below.

This outline is intended only to show how simple a matter it is to set the child at thinking numbers naturally and easily as an inevitable phase of his activity in dealing with things and in his associations in school. No attempt is here made to grade this work in the usual sense of that term; that would at once introduce a formality which is hostile to the spirit and purpose of this work. The nature of the work relative to the other school and home interests and to the capability of the children is a sufficient guide.

In Part III, Construction, the end is not the making in itself, but thinking out a set of conditions and discovering how to adjust tools and material to fulfill such conditions, and then realizing the discovery in tangible execution. The exercises should be contrived and presented in such way as to stimulate the child to devise the construction needed and the method of execution. This will, of course, involve technical instruction as to the use of things given to work with. Dictation exercises are valuable for this purpose. The ability to take and carry out directions is none too common and is worth seeking to develop. While not the prime considerations, accuracy and beauty of construction are to be sought constantly, without sacrificing or impairing the greater ends of this work.

RELATED NUMBER WORK.

1. Administration.—(1.)—Attendance. Pupils counted—by ones, by twos, by unequal addends.

Count and see how many boys present in row 1? How many girls? How many pupils? How many boys absent? How many girls? How many pupils? Same for rows 1, 2, and 3, etc.? in the school.

How many boys belong in row 1? How many are there? How many must be away?

(2.) Distribution of material by rows or by classes or both. A monitor comes to teacher for each row. How many sheets of paper, pairs of scissors, pencils, books, etc., do you need? Teacher hands him some.

How many have you? Is that as many as you need? Do you need as many as that? How many more do you need? Return me all you do not need. Or, child goes to supply and counts out for himself, under teacher's eye, what he needs; encourage to count not only by ones, but by twos and threes, or to count by unequal addends.

Where practicable, appoint monitor to take teacher's place in supervising distribution of material.

3. Reading. Finding page by number. Finding line on the page or word in the line by number. Find a given word on which drill is being given; find it again; again; how many times to be found? Group words phonetically; by rhymes, etc.; how many in each group? Number as involved in stories told or the subject matter of the reading lessons.

II. SCIENCE.—1. Weather record. Days and dates. Find date by addition from day to day, Friday to Monday, character of weather denoted by disks of colored paper; number of clear, cloudy, rainy, etc., days in the week? in a month? Comparisons; averages. Prevailing winds. How many days had we a west wind? northwest? northeast? south? Of which had we the most?

2. Thermometer; children taught to read. Draw to scale; on board, 1 in. equal 2 degrees; on paper, 1 in. equal 10 degrees. Draw five side by side on one sheet; mark daily readings; at end of week connect points of daily marking, so getting graphic representation of variation. As children are able, change scale to ½ in. equal 2 degrees, ¼ in. equal 2 degrees. Comparisons—how many degrees higher, lower, to-day than yesterday? etc.

3. Time. Hours, half hours, quarter hours; ½, ¼, ¾ of 60 min. Counting by fives first on clock face, then independently, to 30; to 60. Products of 5 min. to 5X12. Multiples of 5 min., plus 1, 2, 3, 4 min.

Making clock face. See Construction.

4. Observation work. Studies of buds and leaves; of animals, etc.

5. Measurement. Children measure each other. Growth of twigs—comparisons. Soils—definite amounts measured out by the children; loam, sand, etc., separated, measured and compared. Weights—absorption of water by seeds; elements of soil compared.

III. CONSTRUCTION.—1. Learning the foot rule, graduated at first to inches, then to half-inches, and so on, to ordinary ruler. Compare with 1 in., 2 in., 6 in. sticks. Compare these with each other. Stick-laying, using sticks of above lengths.

2. Ruling lines, squares, oblongs to dictation and scale. Sheets for weather record. Wind charts—thermometers, etc. Record sheets— score cards—for games. In all construction, children make any computations necessary to get total lengths and breadths and effect of any allowance, e. g., laps in making boxes; for cover of a box compared with the box itself.

3. Related objects. Trays for paste. Boxes of various shapes and sizes for seeds, soil, pencils, crayon and other collections and material; for measures, cubic inch, two, four, eight cubic inches. Circle markers:—1 in. by 6 in., divided into inches; ½ in. by 6 in., divided into ½ inches. Circles of colored paper for weather record. Clock dials on board. Draw with strings, making outer circle 12 in. in diameter, inner 10 in.; on paper, with circle makers, making the outer 6 in., the inner 5 in. Envelopes, book covers, etc. Mounting sheets.

4. The school garden. Children assist in planning beds and in all calculations involved here, in the developments of germination and growth, and in the results.

5. Objects suggested by Literature or Reading. Story of Three Bears: tables, chairs, beds; Hiawatha: wigwam, canoe, bow and arrows; Eskimos; igloos, sleds, etc.

IV. GAMES.—One large advantage of games is the opportunity to carry over the number notion and processes into the children's own field of activity beyond the walls of the school-room and the immediate urgency of the teacher. Any game to which a score may be put can be thus used. Children should make and keep their own score-cards in such games as make this practicable. Results should come under review of the teacher. Hints as to rapid and easy combinations in making up scores should be freely given.

As the children, as classes, or individually, give evidence that they have made abstractions of number facts, they should be led to formulate them, and these formulations should be frequently called for. These need not, will not, and even should not come in any fixed order, but the teacher should make note of them as they come. During the second year—at any rate, during the latter half of it—the pupils should be definitely expected to know:

a. The primary and many secondary facts of addition and multiplication and the correlative facts of subtraction and division.

b. How to count to 100 by 1's, 2's, 10's, 5's, 11's and perhaps by 3's or 4's.

c. How to read numbers by Arabic figures to 100, and by Roman figures such numbers of lessons or pages as occur in books they are using.

d. Much about fractions and their use.

Definite tests should be given to ascertain what they know and exercises should be planned to supply deficiencies. However, the limits given above may be too broad; they are too broad for any class and for any pupil by whom they cannot be reached on the basis laid down above.

In Grades III to VIII, the Werner Arithmetics will be used as the text-books, arranged as follows:

Grade III—Book I, pp. 9-129.

Grade IV—Book I, pp. 129-256.

Grade V—Book II, Part I.

Grade VI—Book II, Part II.

Grade VII—Book III, pp. 7-170, omitting the Geometry.

Grade VIII—Book III, completed, omitting the Geometry, and reviewed.

NOTE:—In using the above series, teachers should keep carefully in mind:—

a. That these books are not only a presentation of the subject-matter of Arithmetic, but more especially a *method* of presentation; that to handle the work properly the teacher must know this method; and that a careful and continual study of prefaces and foot notes is essential to a sufficient teaching knowledge of the grade work.

b. That the method of the book is progressive; hence the teacher must be thoroughly acquainted with the work that precedes and follows that which she is to do.

c. That before a given lesson is assigned, the children should have been prepared for it by previous instruction.

d. That it is not intended in presenting a subject in a given lesson to exhaust the subject, but only to master the given phase as a development of previous lessons on other phases.

e. That the decimal arrangement of the book is intended to facilitate carrying out these suggestions and maintaining the unity of the general subject of Arithmetic.

References: Dewey's Psychology of Number; McMurry: Regulatives.

INVENTIONAL GEOMETRY.

In Grades VII and VIII, Inventional Geometry will take the place of Arithmetic one day a week, following the outline of topics given below.

References:—

I. CUBES.

Note. A solid—like sides, called squares, straight edges—same length—corners alike—made by lines meeting straight across; therefore right or square angles.

Construction of cube.—Position of its surfaces if placed out flat.

Problems (inductive).—Number of sides, edges, corners, etc. Relative number, perimeter of surface, area of surface, volume of cube.

Terms developed from cube.—Horizontal surface, parallel surfaces, vertical surfaces, perpendicular surfaces.

Terms developed from surfaces.—Lines, the intersection of surfaces; the boundary of surfaces; shortest distance between two points; path of moving point; kinds of lines, as to position of surfaces—vertical, horizontal, oblique.

Construction.—Straight line:—To bisect a straight line—divide a line into any number of equal parts; erect a perpendicular to a given line at any point; drop a perpendicular to a given line from any point without; draw a line parallel to a given straight line; construct a square (two ways).

Application: Measures of Volumes.

II. PARALLELOPIPED.

Comparison with cube.—In number of surfaces; length of edges; kinds of surfaces represented.

Rectangle.—Area of surface—perimeter; volume of parallelopiped; comparison of surfaces considered thus far (4-sided); classification of all 4-sided surfaces or quadrilaterals.

Parallelograms.—Right angled—rectangles and squares; not right angled,—rhomboid and rhombus.

Trapezoid and trapezium.

Angles represented here not right angles; how named. Acute and obtuse angles; supplementary and complementary angles.

Construction.—Right angle; to bisect an angle; to construct angles of 45 degrees, 22½ degrees; to construct an acute angle of 45 degrees; rhombus, rhomboid, etc., one side given; to construct angles of 60 degrees—no proof; to construct angles of 30 degrees, 150 degrees, etc.

Applications.—Diagram of house or granary placed on board, drawn to scale. Find perimeter of each room. Find wall surface of each room: floor surface of each room. Find cost of carpeting each room; of papering each room; of plastering each room; of excavating for cellar; of building foundation. If building be a granary find capacity in bushels of room A, etc. If room be a cistern, find its capacity in gallons, in barrels.

III. PRISM.

Meaning of term.

Parts; bases, lateral faces.

Named according to shape of bases. If three-sided bases, triangular.

Kinds of triangles as to length of sides—equilateral, isosceles, scalene.

Review of triangles illustrated in each:—parts of the angle; explain protractor: estimate and prove the size of different angles in the triangular base of prisms.

Construction of prisms, of different bases.

Computing the area of the surface in the prism—area of triangle found by experiment.

Construction of triangles with protractor and ruler.

Construction of triangles, given two sides, angle of 45 degrees.

Construction of triangles, given one side and two adjacent angles.

Construction of perpendiculars from middle points of triangles.

Dropping perpendiculars from vertices of triangles; lines meet at a common point. Illustrate that angles of a triangle equal two right angles.

Problems—Given one angle of an isosceles triangle to find others, etc.

IV. SOLIDS HAVING CURVED SURFACES—CYLINDER.

Surfaces; two parallel plane surfaces, one curved surface.

Construction of cylinder—compare with prisms, bases, sides.

Base of cylinder, a circle.

Definition of circle. Parts—center, circumference, radius, diameter, arc, chord.

Comparison of diameter and circumference (inductively).

Comparison of circle and square; relative area of the two.

Area of curved surface of cylinder. Volume of cylinder.

Applications—Measurements of cisterns, barrels, casks, bottles, cylindrical tin vessels, drain tiles, etc.

V. SPHERE.

Surface, everywhere curved.

New terms in connection with sphere:—great and small circles, poles.

Compare with earth. Terms:—hemispheres, circles, tropics, longitude, latitude.

NATURE STUDY.

This work is under the direction of various members of the faculty. Outlines are prepared week by week and given to student-teachers in regular teachers' meetings. The specific topics, however, are in the experimental stage and not sufficiently developed for publication.

This work is observational and experimental in character and is directed to knowing the environment, to elucidating and enriching other lines of work, and to showing the practical bearing of scientific knowledge on the conditions of living and on commercial and industrial processes. In the upper grades, the biological elements are somewhat developed as systematic Botany and Zoology.

In all grades, appropriate attention is given to Physiology and instruction as to the effects of alcohol, tobacco, and narcotic poisons.

MUSIC AND DRAWING.

These branches are under the control and direction of special supervisors, by whom the plans, general and detailed, are projected and carried out. This work is as yet too new in the schools to permit the formulation of a settled course.

STUDENT TEACHERS, 1901-1902.

One "class credit" is given for teaching one hour a day for a term; "room credits" are given for the care of a room for a half day for a term.

NAME.	CLASS CREDITS.	ROOM CREDITS.
Ackert, J. E.	1	2
Allen, Ada		2
Adams, Mildred	2½	2
Adair, Alice		3
Baird, Grace	1	
Barber, Gertrude	1	
Baseman, Jessie	1	1
Bayley, Mary A.	1½	4
Benedict, Mrs. C. E.	1	2½
Benson, Minnie	2	1
Benthusen, Grace	1	3
Bodenschatz, Emily C.	1	3
Bohringer, Cora L.	1	3
Bowler, Margaret	1	3
Brainard, Ethelyn	1	3
Brainard, Grayce	2	2
Brandt, Grace	2	3
Bratton, Maude	1½	3
Brezer, Mollie	1	
Britton, Elsie		6
Britton, Albert		2
Brundage, Kate		5½
Burns, Gertrude	1	3
Carney, Mabel	1	3
Clayton, Rachel	1	
Clifford, Jean	1	
Coburn, Golda	1	
Cogswell, Lucy	2½	
Conklin, Belle	2½	
Cool, Mary F.	1	6
Cooper, Bessie	1	2
Cornell, Noah	2½	
Crapser, Jessamine	3	
Croushorn, Susie		3
Cunniff, Emma	1	4
Davidson, Frances	2	
Davis, Elsie	1	3
Decker, Mary	1	
Dolder, Rose	1	
Dore, Catherine	1	
Dowdall, Leonora	1	
Dunbar, Pearl		6
Dullam, E. Pearle		2
Dunning, Fannie		5
Eades, Jessica	5	
Eakin, Mrs. Margaret.	1	
Elliott, Anna	1	
Engdahl, Rose	1	3
Farr, Elsie	1	
Ferguson, C. H.	3½	
Ferris, Daisy	2	3
Fetzer, Mary	1	
Fitzpatrick, Maggie		5½
Frame, Daisy		1
Frederick, James I.	3	2
Fuller, Mary E.	1	
Gallaher, Ruth	2	
Garretson, Mamie		5
Garrity, Anna		6
Gastfield, Harriet	2	
Goble, Viola	2	
Glover, Bertha	2	
Goodyear, Bertha	1	6
Greenlee, Margaret		3
Gregory, Lottie.		6
Griffith, Katharine	1	2
Grimes, Madge	2	
Gross, Emma		2
Gross, Lena	2	
Grove, Gertrude		2½

NAME.	CLASS CREDITS.	ROOM CREDITS.
Grunewald, Emma ..		6
Hahn, Myrtle	1	6
Haight, Harriet	2	2½
Hamilton, Alma B....	1	
Harding, Lillian	2	2
Hatch, Harry	1	
Hausen, Henry	3	2½
Hayes, Blanche	1	4
Hayes, Mrs. Katherine	1	2
Heitschmidt, Anna...	1	
Heald, Anna N......	1	
Hogan, Loreto		3
Hoyt, Frances	2	
Hugett, Hatty		6
James, Mrs. Jennie...		6
Johnson, Mattie	2	3
Kays, Victor	2	2
Keeler, Fred	1	
Kiehle, Shirley	2	
Kingsbury, Mrs. Stella	1	
Klotz, Tillie	2½	
Kruse, Anna C......		2
Lawrence, Della	4	
Lenehen, Carolyne...	2	3
Lester, Gertrude	1	2½
Lilley, Mary	3	
Lucas, Paul	½	3
Lund, Ellen M.......	1½	
Lyons, Elizabeth	1	
Lyons, Louise	2	2
McAdams, Maud	1	
McElwain, Ruth	2	
McElhaney, Alda	1	
McGay, Mary	2	5
McLean, Addie	3	2
Mack, Elsie	1	
Madden, David	1	
Mallin, Winnie L....	1	
Malone, Ed..........	1	5
Marshall, Jeanie	2	
Martin, Cora	2	
Mentch, Vera	½	
Mercer, Irene	2	
Miles, Helen	2	

NAME.	CLASS CREDITS.	ROOM CREDITS.
Miller, Carl	2	3
Mitchell Julia	2	2
Mix, Annetta	1	
Mofet, W. R.........	2	2
Murra, Finn	2	2½
Ness, Henry	4	
Nicholson, Marguerite		3
Nilson, Elsie	4	
Nolan, Josephine ...	1	
Nyman, Jeanette	1	2
O'Hare, Sadie	2½	
Paulsen, Lillian	2	2
Peterson, Jennie E...	2	2
Pfrangle, Jessie	2	
Pohl, Minnie	1	
Phillips, Ethel	1	
Philbrook, Mrs. Maude	1	3
Porcheur, Eugene F..	2	2
Pratt, Ada	1	3
Pratt, Florence......	1	
Puffer, Hal E.......	1	
Quick, Albert	1	
Rady, Agnes		8½
Reed, Edna		6
Reichardt, John	1	5
Reynolds, Margaret..	1	3
Rice, Ethel V.......	2	3
Richardson, Miriam Daisy		6
Robbie, Mary S......	½	4½
Robinson, Agnes	5	
Ross, Hilma	2	
Rowley, Edith	1	5
Rowley, Lizzie		7
Runnells, Walter.....	2½	
Sanford, Louis R....	3	2
Schwarz, Marie T....		3
Shields, Dorothy.....	2	
Sinclair, Verne......	2	3½
Smith, Eda		2
Sovereign, Edith.....		5
Spring, Nellie	1½	2
Stanton, Martha C...	2	
Starin, Mable M.....		3

NAME.	CLASS CREDITS.	ROOM CREDITS.	NAME.	CLASS CREDITS.	ROOM CREDITS.
Stetzler, Edwin	1		Ward, Lulu G.	1	
Stetzler, Lloyd	2		Wheaton, Elsie	1	3
Stiles, Mabel	1	4	Wilbern, Grace	2	
Stuart, Alta		6	Williams, Bertha	1	3
Tallmadge, Alice	2		Williamson, Susie		3
Thornton, Bessie	1		Wilson, Abbie	1½	2
Van Epps, Ida	2		Wiltse, John	2	2
Vatter, Rosa	1		Wisner, Ethel	1	
Wagner, Lillian		3	Woodman, Edith	2	3
Waldron, Rachel		1	Zilligen, Mamie	1	3
Waterhouse, Gertrude		5	Zuck, Ora M.		6

STUDENTS.

I. SPECIAL STUDENTS.

NAME.	COUNTY.	TOWN.
Dearborn, Lydia W.	Kane	St. Charles.
Eakin, Mrs. Margaret J.	Kane	Elgin.
Greenough, Charles Weston	McLean	Cooksville.
Harvey, Alta D.	DeKalb	Sycamore.
Hill, William C.	Schuyler	Birmingham.
Klotz, Matilda	Perry	Pinckneyville.
Murra, Finn	DeKalb	DeKalb.
Nicholson, Maude	Cook	Chicago.
Pohl, Minnie Henrietta	Boone	Belvidere.

II. SENIORS.

NAME.	COUNTY.	TOWN.
Adams, Mildred	McHenry	Marengo.
Bayley, Mary Alice	LaSalle.	Tonica.
Bodenschatz, Emily Christine	Kane	Elgin.
Bohringer, Cora Louise	Whiteside	Morrison.
Brandt, Grace Marie	Kane	Elgin.
Bratton, Maude Ethelwyn	Kankakee	Kankakee.
Brundage, Kate Anne	DeKalb	Malta.
Burns, Gertrude Margaret	Cook	Chicago.
Cool, Mary Forrest	Cook	Blue Island.
Dunbar, Pearl Alma	Bureau	Dover.
Eades, Jessica Margaret	LaSalle	Streator.
Farr, Elsie F.	Livingston	Saunemin.

NAME.	COUNTY.	TOWN.
Ferguson, Clarence Homer	Winnebago	Pecatonica.
Fitzpatrick, Margaret	McHenry	Marengo.
Frederick, James Ivan	Ford	Paxton.
Garretson, Mary Vance	DeKalb	DeKalb.
Garrity, Anna Julia	LaSalle	Triumph.
Goodyear, Bertha Delphine	DeKalb	DeKalb.
Gregory, Lottie Bell	Winnebago	Rockford.
Griffith, Katharine Margaret	Lee	Ashton.
Grunewald, Emma Doretta	Winnebago	Rockford.
Hayes, Leonora Blanche	Whiteside	Sterling.
Hugett, Hatty Viola	Kane	Batavia.
Kays, Victor C	Putnam	Magnolia.
Lenehen, Carolyne	Kankakee	Manteno.
Lilley, Marian Adriance	Kane	Aurora.
Lyons, Elizabeth Ethel	Kane	Aurora.
Lyons, Louise Gertrude	DeKalb	DeKalb.
Madden, David Durward	Stephenson	Damascus.
Malone, Edward Philip	DeKalb	DeKalb.
Mitchell, Julia Dot	Cook	Chicago.
Mofet, William Raynor	Lake	Millburn.
Ness, Henry	DeKalb	Shabbona.
Nichols, Edgar Fremont	DeKalb	DeKalb.
Nilson, Elsie Urania	DeKalb	Sycamore.
Philbrook, Mrs. Maud Simmons	Ogle	Rochelle.
Phillips, Ethel May	McHenry	Hebron.
Porcheur, Eugene Francis	LaSalle	Ottawa.
Pratt, Ada Alila	Kane	Elgin.
Rady, Agnes Teresa	Cook	Blue Island.
Reed, Edna Belle	Cook	Chicago.
Rice, Ethel Vreeland	Cook	Chicago.
Richardson, Miriam Daisy	McHenry	Marengo.
Robinson, Agnes Gertrude	Will	Joliet.
Rowley, Edith	DeKalb	Sycamore.
Rowley, Lizzie	DeKalb	Sycamore.
Sanford, Louis Rantzeau	DeKalb	Sycamore.
Shields, Dorothy	Kane	Aurora.
Smith, Eda Vina	Kane	Carpentersville.
Sovereign, Edith Payne	Winnebago	Rockford.
Starin, Mable Minnie		Ladysmith, Wis.
Stiles, Mabel Bartlett	Kane	Elgin.
Stuart, Alta D	DeKalb	DeKalb.
Wagner, Lillian Elizabeth	Kane	Batavia.
Williams, Bertha M		Bedford, Iowa.
Woodman, Edith	Kane	Elburn.
Zilligen, Mamie	Cook	Riverdale.

III. STUDENTS WHO HAVE FINISHED ONE YEAR'S WORK OR MORE IN THE TWO-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Allen, Ada Hayward	Kane	Aurora.
Benedict, Mrs. Cora E.	Kane	Elgin.
Brainard, Ethelyn	Cook	Chicago.
Brainard, Grayce Esther	McHenry	Harvard.
Clifford, Jean Margaret	Kane	Elgin.
Davidson, Frances Emily	Kane	Elgin.
Davis, Elsie V.	Kendall	Bristol.
Dore, Catherine M.	Cook	Chicago.
Dullam, Ethel Pearle	Winnebago	Rockford.
Dunning, Fannie	Cook	Chicago.
Engdahl, Rose May	Kane	Elgin.
Gallaher, Ruth Augusta	Jo Daviess	Warren.
Glover, Bertha Rodney	LaSalle	Ottawa.
Isaacson, Huldah C.	Kane	LaFox.
Keeler, Fred Crosby	Boone	Belvidere.
Kiehle, Shirley	Lake	Waukegan.
Kruse, Anna C.	Cook	Andalusia.
Lawrence, Della A.	Kane	Elgin.
McGay, Mary Sloane	Cook	Oak Park.
McLean, Addie L.	Kane	Batavia.
Mallin, Winnie Louise	Cook	Oak Park.
Marriett, Annie Luella	Boone	Belvidere.
O'Hare, Sadie M.	Whiteside	Sterling.
Peterson, Jennie E.	Kane	Elgin.
Pratt, Florence Marion	DeKalb	Sycamore.
Puffer, Hal E.	Boone	Capron.
Thornton, Bessie Adella	Winnebago	Rockford.
Van Epps, Ida Maude	Boone	Belvidere.
Waldron, Rachel	Cook	Chicago.

IV. STUDENTS WHO HAVE FINISHED TWO TERMS' WORK BUT NOT THREE IN THE TWO-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Baird, Grace J.	Lake	Foss.
Baseman, Jessie Helena	Kane	Elgin.
Britton, Albert L.	Kane	Elgin.
Britton, Elsie M.	Kane	Elgin.
Coburn, Golda	Kane	Elgin.
Cogswell, Lucy	Lee	Dixon.
Elliott, Anna Gertrude	Cook	Chicago.
Etling, Emma Irene	Jo Daviess	Warren.

NAME.	COUNTY.	TOWN.
Gastfield, Harriet	Lake	Deerfield.
Goble, Edith Lillian	Lee	Pawpaw.
Goble, Viola	Lee	Pawpaw.
Greenlee, Margaret	Winnebago	Argyle.
Grimes, Effie Madge	Kane	Batavia.
Grove, Gertrude	Lee	Dixon.
Harding, Lillian Kathryn	Kane	Aurora.
Heald, Anna Naomi	LaSalle	Marseilles.
Heuman, Edith Elizabeth	Kane	Elgin.
Hogan, Loreto A.	LaSalle	Seneca.
James, Mrs. Jennie		Fargo, North Dakota.
Leach, Bessie Elizabeth	Kane	Elgin.
Lund, Ellen M.	Rock Island	Moline.
McAdams, Maud D.	Adams	Lima.
Marshall, Jeanie M.	Kane	Wasco.
Nyman, Jeannette	Winnebago	Rockford.
Paulsen, Lillian	Cook	Chicago.
Robbie, Mary Smith	Kane	Aurora.
Runnells, Walter Irving	Marshall	Henry.
Schwarz, Marie Therese	Stephenson	Freeport.
Scott, Maud Emily	Livingston	Pontiac.
Stanton, Mae Agnes	Kane	Batavia.
Tallmadge, Alice	Ogle	Oregon.
Waterhouse, Gertrude Ida	Kane	Aurora.
Zuck, Ora May	Carroll	Savanna.

V. STUDENTS WHO HAVE COMPLETED LESS THAN TWO TERMS' WORK IN THE TWO-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Arbuckle, Phil	DeKalb	Kingston.
Benson, Minnie	Kane	Batavia.
Dawson, Dorothy	Kane	Aurora.
Hill, Knute	Ogle	Creston.
Kentner, Emma P.	Lee	Dixon.
Long, Margaret A.	Cook	Chicago.
McElhaney, Alda R.	Whiteside	Rock Falls.
McElwain, Ruth	Winnebago	Rockford.
Mombleau, Nellie	Kane	Aurora.
O'Connor, Mary Magdalen	Kane	Aurora.
Peacock, Josephine	Lee	Dixon.
Pfrangle, Jessie Jean	Kane	Aurora.
Ross, Hilma L.	Cook	Chicago.
Stanton, Martha Cecilia	Kane	Batavia.
Waterbury, Hattie Belle	Ogle	Polo.
Wilbern, Grace Muriel	Kane	Elgin.
Winne, Mrs. Mattie Kimball	Cook	Evanston.

VI. STUDENTS WHO HAVE COMPLETED TWO YEARS' WORK OR MORE IN THE THREE-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Ackert, James Edward	Lee	Dixon.
Bowler, Margaret Wilfrieda	Will	Joliet.
Crapser, Jessamine	DeKalb	Shabbona.
Cunniff, Catharine Emma	Whiteside	Sterling.
Garretson, Alice Irene	DeKalb	DeKalb.
Johnson, Mattie B.	DeKalb	DeKalb.
Miller, Carl Wood	Ford	Paxton.
Spring, Nellie	Marion	Centralia.
Stetzler, Loyd	Stark	Duncan.
Wheaton, Elsie M.	Livingston	Saunemin.
Wiltse, John	DeKalb	Cortland.

VII. STUDENTS WHO HAVE COMPLETED ONE YEAR'S WORK OR MORE BUT NOT TWO YEARS, IN THE THREE-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Carney, Mabel	LaSalle	Marseilles.
Conklin, Belle J.	Will	Joliet.
Coultas, Ethel Mary	DeKalb	Malta.
Dolder, Rose Ida	DeKalb	Somonauk.
Dowdall, Leonora Emily	DeKalb	DeKalb.
Ferris, Daisy May	Whiteside	Tampico.
Gross, Lena	LaSalle	Serena.
Hahn, Myrtle Tobias	Ogle	Rochelle.
Haight, Harriet Albertine	DeKalb	Sycamore.
Hamilton, Alma B.	DeKalb	Sycamore.
Harrison, Eva Louise	McHenry	Crystal Lake.
Hausen, Henry Warren	Lee	Franklin Grove.
Hayes, Mrs. Katharine T.	Whiteside	Sterling.
Kingsbury, Mrs. Stella E.	LaSalle	Mendota.
Lucas, Paul Jackson	Boone	Belvidere.
Mercer, Irene	DeKalb	Somonauk.
Miles, Helen Agnes	Will	Joliet.
Newberry, Florence	DeKalb	DeKalb.
Nicholson, Marguerite M.	DeKalb	Shabbona.
Nolan, Josephine Louise	LaSalle	Mendota.
Reichardt, John H.	LaSalle	Troy Grove.
Reynolds, Margaret G.	Ogle	Rochelle.
Ritzman, Floyd Royston	Stephenson	Orangeville.
Sinclair, Verne Lute	DeKalb	DeKalb.
Ward, Lula Grace	McLean	Bellflower.

VIII. STUDENTS WHO HAVE COMPLETED LESS THAN A YEAR'S WORK IN THE THREE-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Acker, June	Ogle	Polo.
Adair, Alice M	Carroll	Lanark.
Allen, Edith Jane	DeKalb	DeKalb.
Anderson, Omer Clarence	Kendall	Newark.
Barber, Gertie Maude	LaSalle	Seneca.
Bardmas, Dora Alice		Boise City, Idaho.
Benthien, Emma A	Kendall	Millbrook.
Benthusen, Grace Emma	McHenry	Crystal Lake.
Brezer, Mollie Christina	Boone	Belvidere.
Clayton, Rachel Emerillis	Bureau	Walnut.
Cooper, Mary Bessie	Mercer	Hamlet.
Cornell, Noah Pike	Kane	Sugar Grove.
Croushorn, Susie	Kendall	Oswego.
Decker, Mary A	Lake	Ivanhoe.
Duffey, Anna Fox	DeKalb	DeKalb.
Eilenberger, Eleanora Johanna	DuPage	Glen Ellyn.
Fetzer, Mary Kathryne	Stephenson	Damascus.
Finley, Effie Naomi	Kane	Sugar Grove.
Frame, Daisy Violet	Christian	Sharpsburg.
Fuller, Mary E	LaSalle	Sheridan.
Garner, Stella Elizabeth	Ogle	Rochelle.
Gibbs, Mildred E	DeKalb	Kingston.
Govig, Nels P	Ogle	Creston.
Green, Alice Eleanor	Grundy	Gardner.
Gross, Emma	DeKalb	DeKalb.
Guerin, May E	Kane	Maple Park.
Hardacre, George Yates	LaSalle	Troy Grove.
Hatch, Harry	DuPage	Lisle.
Heitschmidt, Anna	Kane	Maple Park.
Hoffman, Minnie Mae	Ogle	Monroe Centre.
Hoyt, Frances S	DeKalb	DeKalb.
Katan, Anna Margaret	Kane	Maple Park.
Lester, Gertrude Jessie	Lake	Libertyville.
Logan, John A	Gallatin	Junction.
McFadden, Mary	Bureau	Spring Valley.
Mack, Elsie Mae	Ogle	Monroe Centre.
Maitland, Mabel May	DeKalb	Sycamore.
Mann, Jessie Rebecca	LaSalle	Earlville.
Martin, Cora A	DuPage	West Chicago.
Mentch, Vera Lila	McHenry	Cary Station.
Merriman, Lois B	Boone	Garden Prairie.
Mix, Annetta	DeWitt	Farmer City.

NAME.	COUNTY.	TOWN.
Parmelee, Bruce	Ogle	Rochelle.
Parsons, Pearl	Pike	Rockport.
Pepper, Homer W	Ogle	Davis Junction.
Quick, Albert	Rock Island	Cordova.
Randall, Claude W	DeKalb	DeKalb.
Reed, Myrtle A	Lake	North Chicago.
Senneff, Bertha A	Carroll	Fairhaven.
Shortell, Dan E	Henry	Kewanee.
Sleezer, Lyda V	Kendall	Millbrook.
Smith, Clara Belle	McDonough	Macomb.
*Taplin, Charles V	Boone	Belvidere.
Teachout, Mabel	Whiteside	Sterling.
Timms, Maude L	Stephenson	Pearl City.
Troxell, Eleanor	Cook	Evanston.
Vatter, Rose Albertine	Will	Monee.
Waugh, Maude C	Boone	Belvidere.
Waugh, Myrtle	Boone	Belvidere.
Weeks, Annie Mathilda	Kendall	Helmar.
Williamson, Nettie	Jo Daviess	Zion.
Williamson, Susie	Jo Daviess	Zion.
Wilson, Sarah M	DeKalb	DeKalb.
Wincapaw, Katharine	Boone	Poplar Grove.
Wisner, Ethel Alma	Lake	Libertyville.
Wittenmeyer, Loyd H	Stephenson	Red Oak.
Wright, Clark G	Stephenson	Winslow.

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*Deceased.

IX. STUDENTS WHO HAVE COMPLETED ONE YEAR'S WORK OR MORE IN THE FOUR-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Patten, S. Elizabeth	DeKalb	Sandwich.
Stetzler, Edwin S	Stark	Duncan.
Tazewell, Edna May	DeKalb	Kingston.
Tazewell, Zada Z	DeKalb	Kingston.
Wilson, Abbie Jean	Kane	St. Charles.

X. STUDENTS WHO HAVE COMPLETED LESS THAN ONE YEAR'S WORK IN THE FOUR-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Nickell, Kathryn Laura	McLean	Monarch.
Todd, William McClure	Grundy.	Gardner.

STUDENTS WHO ATTENDED THE SUMMER TERM, JUNE 23 TO AUGUST 1, 1902.

NAME.	COUNTY.	TOWN.
Ackerman, Lena Mae	Kendall	Yorkville.
Ackert, James Edward	Lee	Dixon.
Ankeny, Harriet M	Carroll	Milledgeville.
Arens, Lena	Ogle	Polo.
Arnett, Nellie	Whiteside	Erie.
Austin, Anna M	Whiteside	Lyndon.
Bagley, Marie	Ogle	Davis Junction.
Bamborough, Maude	Ogle	Polo.
Barmore, Lillian	Boone	Belvidere.
Barnsback, Birdie	Madison	Edwardsville.
Barradell, Albert Edward	Whiteside	Prophetstown.
Baumann, Emma Marie	LaSalle	Mendota.
Behrens, Carolyn M	Kendall	Plano.
Beinlich, Bernhard August	Cook	Barrington.
Besley, Dora A	McHenry	West McHenry.
Bird, Iva	Carroll	Savanna.
Bisher, Catherine M	Putnam	Granville.
Bisher, Madeline	Putnam	Granville.
Blackman, Ellabel	Ogle	Rochelle.
Bokemeier, Ada	Stephenson	Freeport.
Bradford, Septa	LaSalle	Streator.
Brainard, Ethelyn	Cook	Chicago.
Breed, Luella	Bureau	Princeton.
Brennemann, Erna M	Putnam	Florid.
Brewer, Ada		Lawrence, Kansas.
Brezer, Mollie Christina	Boone	Belvidere.
Brock, Agnes Cecelia	DeKalb	DeKalb.
Brockway, E. Grace	Lake	Waukegan.
Burch, Georgia	Winnebago	Elida.
Burkman, John	Boone	Caledonia.
Burkman, Lillian	Boone	Caledonia.
Burns, Martha	Whiteside	Fenton.
Butterfield, Ada	Boone	Belvidere.
Byle, Grace	Will	Joliet.
Canavan, Sabina	DeKalb	Genoa.
Carney, Mabel	LaSalle	Marseilles.
Carolan, Margaret F	Lake	Everett.
Champion, Anna	Ogle	Byron.
Clinton, Eva	Ogle	Polo.
Confer, Edgar	Ogle	Lindenwood.
Conley, Anna L	Whiteside	Rock Falls.
Conley, C. C	Winnebago	Rockford.

NAME.	COUNTY.	TOWN.
Coon, Blanche	Lake	Waukegan.
Corcoran, Anna E	Whiteside	Morrison.
Corlett, Jennie	Will	Joliet.
Court, Florence E	DuPage	West Chicago.
Cronk, Ruby	Boone	Belvidere.
Cunningham, Tessie Cecelia	Lake	Millburn.
Dean, Dolly Isabelle	Bureau	Princeton.
Dearborn, Lydia W	Kane	St. Charles.
Dewey, Dianthe	Stark	Toulon.
Dewey, Kate	Stark	Toulon.
Dewey, Mabel	DeKalb	DeKalb.
Dickens, Bertha M	Carroll	Lanark.
Dole, Clara I	LaSalle	Earlville.
Dore, Catherine M	Cook	Chicago.
Dougherty, Laura	Kane	Geneva.
Dowdall, Leonora Emily	DeKalb	DeKalb.
Dresser, Minnie	DeKalb	DeKalb.
Eddy, Dora B	Bureau	Tiskilwa.
Edmundson, Carrie B	Henry	Orion.
Edmundson, Edith C	Henry	Orion.
Edwards, Jennie V	Putnam	Florid.
Elliott, Anna G	Cook	Chicago.
Evans, Ruby	Winnebago	Rockford.
Ewers, Ida J	Whiteside	Fenton.
Fahrney, Florence Knowles	Kane	Geneva.
Farrell, George E	Will	Romeoville.
Ferguson, Margaret	Ogle	Rochelle.
Finley, Dorothy	Morgan	Jacksonville.
Fitzgerald, Mary	DeKalb	DeKalb.
Flath, Lucy M	Lake	Waukegan.
Fredrickson, Esther A	Winnebago	Rockford.
Fuller, Mary E	LaSalle	Sheridan.
Galvin, Ella	Whiteside	Garden Plain.
Garrison, Olive	Will	Mokena.
Goodyear, Bertha Delphine	DeKalb	DeKalb.
Gough, Sadie H	Boone	Belvidere.
Greenlee, Margaret	Winnebago	Argyle.
Gross, Lena	LaSalle	Serena.
Haley, Katie	Lee	Dixon.
Hammerschmidt, Jennie	Carroll	Savanna.
Hammond, Edna	DeKalb	DeKalb.
Harney, Daniel	Stephenson	McConnell.
Hart, Mary Monica	DeKalb	Malta.
Hart, Rose Anna	DeKalb	Malta.
Hathaway, Ruby Mabel	Ogle	White Rock.

NAME.	COUNTY.	TOWN.
Hausen, Henry W	Lee	Franklin Grove.
Heeg, Adelia	DeKalb	Shabbona.
Hickey, Mary E	Winnebago	Rockford.
Hoadley, Alice	LaSalle	Streator.
Hobbs, Grace	Kane	Aurora.
Hollingshead, Mrs. Emma W	Whiteside	Fulton.
Hoog, Ida	Montgomery	Litchfield.
Howell, Nellie E	Kendall	Yorkville.
Hoyt, Frances	DeKalb	DeKalb.
Humphrey, Raymond J	Whiteside	Morrison.
Humphrey, W. G	Iroquois	Iroquois.
Hutchins, Florence	Lake	Waukegan.
Isaacson, Huldah C	Kane	LaFox.
Jaquish, Ora	DeKalb	Kirkland.
Jeter, Mamie	Woodford	Roanoke.
Jones, Ada		Beloit, Wis.
Kasser, Mame Odilia	Kane	Elgin.
Kays, Victor C	Putnam	Magnolia.
Kearney, Elizabeth	Will	Joliet.
Kehoe, Mary E	Lake	Waukegan.
Kelly, Kathryn H	Will	Joliet.
Kemp, Grace Gertrude	Bureau	Sheffield.
Kingsbury, Mrs. Stella E	LaSalle	Mendota.
Kinnie, Mattie B	Winnebago	Rockford.
Kruse, Anna Cathryn	Rock Island	Andalusia.
Lewis, Julia Belle	Ogle	Stillman Valley.
Lewis, Nannette M	Ogle	Creston.
Long, Blanche Mabel	Winnebago	Rockford.
Lovgren, Olga E	Lake	Antioch.
Love, Zuella	DeKalb	Sycamore.
Lowman, Annie G	Stark	Toulon.
Lucas, Paul J	Boone	Belvidere.
Lyons, Elizabeth Ethel	Kane	Aurora.
Lyons, Michael	Kane	Elburn.
McBurney, Bessie E	Rock Island	Taylor Ridge.
McCarthy, Catharine Ann	Boone	Caledonia.
McClusky, Bessie Opal	Boone	Capron.
McClusky, Margaret	Boone	Capron.
McDermott, Margaret	Ogle	Rochelle.
McIntyre, Grace	Cook	Chicago.
McLean, Addie L	Kane	Batavia.
McNabb, Ethel J	Putnam	McNabb.
McNabb, Hattie B	Putnam	McNabb.
McNaughton, Marthia	Ogle	Stillman Valley.
McNevin, Katherine W	Kane	St. Charles.

NAME.	COUNTY.	TOWN.
Mann, Jessie Rebecca	LaSalle	Earlville.
Martens, Florence May	Whiteside	Prophetstown.
Macklin, Mary	DeKalb	Waterman.
Mason, Bertha King	Morgan	Jacksonville.
Mercer, Mae Irene	DeKalb	Somonauk.
Mercer, Mayme M	Bureau	Princeton.
Miles, Helen A	Will	Joliet.
Miles, Mary N	Will	Joliet.
Miller, Carl W	Ford	Paxton.
Mischke, Herman A	LaSalle	Peru.
Mitchell, Margaret	Winnebago	Roscoe.
Mix, Annetta	DeWitt	Farmer City.
Morgan, Corinne	Whiteside	Tampico.
Morrison, Edna Geraldine	DeKalb	Sycamore.
Muller, Marie Catherine	Cook	Arlington Heights.
Mulroy, Elizabeth	DeKalb	Hinckley.
Mulroy, Florence	DeKalb	Hinckley.
Nash, Ellen		Clinton, Missouri.
Nashold, Fred W	Ogle	Monroe Centre.
Nelson, Betty	Winnebago	Rockford.
Nelson, May	Winnebago	Rockford.
Nicholson, Grace M	Kane	Aurora.
Nicolson, Mary	Winnebago	Winnebago.
Noble, M. Juanita	Mercer	Aledo.
Noftsker, Grace	Rock Island	Rock Island.
Nolan, Josephine Louise	LaSalle	Mendota.
Nott, Leonora M	Will	Wilmington.
O'Brien, Julia	DeKalb	Elva.
O'Brien, Mary E	DeKalb	Elva.
O'Brien, Mary H	Cook	Evanston.
Parr, Mary H	Will	Lockport.
Parr, Sarah B	Will	Lockport.
Pearce, Grace M	Kendall	Oswego.
Pease, Lucy A	Kane	Geneva.
Perry, Alice J	Livingston	Dwight.
Peterson, Nellie	DeKalb	Kingston.
Pfulb, Louise M	Whiteside	Rock Falls.
Porter, Alta G	Henry	Atkinson.
Pratt, Lenore	Carroll	Lanark.
Price, Isabelle	Mercer	Aledo.
Puffer, Hal E	Boone	Capron.
Randall, Zula Luella	Grundy	Mazon.
Reese, Flora	Ogle	Creston.
Reeser, Emmert M	Stephenson	Lena.
Reichardt, John H	LaSalle	Troy Grove.

NAME.	COUNTY.	TOWN.
Reynolds, Callie Eugene	Lake	Waukegan.
Reynolds, Margaret G	Ogle	Rochelle.
Rice, Jennie A	Winnebago	Rockford.
Rich, Nellie	DeKalb	DeKalb.
Richard, Mark	Kane	Aurora.
Richards, Mabel Laura	Lake	Lake Villa.
Richardson, Anne	Boone	Caledonia.
Richardson, Frances	Ogle	Monroe Centre.
Richison, Willard	Iroquois	Iroquois.
Riley, Anna	Ogle	Rochelle.
Riordon, Nellie	Whiteside	Garden Plain.
Robinson, Edna B	Bureau	Princeton.
Rogde, Elsie	Ogle	Rochelle.
Rompf, Lillian	DeKalb	Somonauk.
Russell, Ida J	Montgomery	Litchfield.
Sarbaugh, Edith E	DeKalb	Waterman.
Savage, Mary	LaSalle	Streator.
Schiele, Clara	Will	Joliet.
Scoon, Minnie J	Woodford.	Roanoke.
Sherwood, Jessie	Winnebago	Rockford.
Sinnott, Katherine	LaSalle	Ottawa.
Small, F. R	McHenry	Ringwood.
Smith, Ethel Maude	McHenry	McHenry.
Smith, Florence	Winnebago	Rockford.
Smith, Grace	McDonough	Macomb.
Smith, Jennie Mable	McHenry	McHenry.
Smith, Katharine	Winnebago	Rockford.
Smith, Lottie	Winnebago	Rockford.
Southgate, Helen Anderson	Whiteside	Morrison.
Stetzler, Loyd	Stark	Duncan.
Stevens, Avis	DeKalb	Shabbona.
Stevenson, Harriet	DeKalb	Sycamore.
Stewart, Jennie	DeKalb	Genoa.
Stinson, Mae	Boone	Buda.
Storz, Augusta	Lake	Waukegan.
Stuart, Alta D	DeKalb	DeKalb.
Sullivan, Ada	Ogle	Rochelle.
Tallmadge, Alice	Ogle	Oregon.
Tavenner, B. S	Ogle	Polo.
Thomas, Celeste	Lee	Pawpaw.
Thomas, Eugenia	Ogle	Polo.
Thomas, Sue J	Lee	Pawpaw.
Thompson, Ida Maude	DeKalb	Genoa.
Tillotson, Sarah	Boone	Poplar Grove.
Troxell, Eleanor	Cook	Evanston.

NAME.	COUNTY.	TOWN.
Unger, Pearl Cecil	Ogle	Rochelle.
Vandeburg, Lizzie	DeKalb	Kingston.
Vergie, Lucy A.	DuPage	West Chicago.
Watson, Fannie M.	Tazewell	Washington.
Watson, Mary H.	Tazewell	Washington.
Webster, Harriet	Boone	Belvidere.
Weger, Emma Louise	DuPage	West Chicago.
Wendling, Elsie A.	Cook	Wheeling.
Wertz, Ada	Ogle	Leaf River.
West, Susan Luella	DeKalb	DeKalb.
Wheelwright, Iva Gertrude	Woodford	Roanoke.
Whitcomb, Hattie L.	Cook	Chicago.
Williams, Hattie	Jo Daviess	Warren.
Wilson, Florence E.	LaSalle	Ottawa.
Wiltse, John H.	DeKalb	Cortland.
Winne, Mrs. Mattie K.	Cook	Evanston.
Worcester, Jennie E.	DeKalb	Kingston.
Worcester, Otto A.	DeKalb	Kingston.
Zimmerman, Anna	Stephenson	Freeport.

SUMMARY OF ATTENDANCE.

Specials	9	
Seniors	57	
Two-year course	79	
Three-year course	103	
Four-year course	7	
Total		255
Summer term		241
		496
Counted twice		36
		460
Summer Institute, June 23 to 27		198
		658
Counted previously		30
Total		628

PRACTICE SCHOOL.

IN NORMAL BUILDING.

First grade	25	
Second grade	22	
Third grade	30	
Fourth grade	32	
Fifth grade	97	
Sixth grade	93	
Seventh grade	81	
Eighth grade	65	
		445

IN NORTH SCHOOL.

First grade	80	
Second grade	74	
Third grade	63	
Fourth grade	46	
Fifth grade	39	
		302

IN EAST SCHOOL.

First grade	43	
Second grade	37	
Third grade	32	
Fourth grade	46	
		158

IN SOUTH SCHOOL.

First grade	53	
Second grade	68	
Third grade	61	
Fourth grade	55	
		237
Total		1142

COUNTIES REPRESENTED—44.

Adams.
Boone.
Bureau.
Carroll.
Christian.
Cook.
DeKalb.
DeWitt.
DuPage.
Ford.
Gallatin.
Grundy.
Henry.
Iroquois.
JoDaviess
Kane.
Kankakee.
Kendall.
Lake.
LaSalle.
Lee.
Livingston.
McDonough.
McHenry.
McLean.
Madison.
Marion.
Marshall.
Mercer.
Montgomery.
Morgan.
Ogle.
Perry.
Pike.
Putnam.
Rock Island.
Schuyler.
Stark.
Stephenson.
Tazewell.
Whiteside.
Winnebago.
Will.
Woodford.
(Idaho.)
(Kansas.)
(North Dakota.)
(Wisconsin.)

Attendance for first term	217
Attendance for second term	228
Attendance for third term	216

ALUMNI REGISTER.

CLASS OF 1900.

1. Bertram, Jennie Campbell, Bristol, Ill., 7 months.
2. Bush, Minnie M., Baptist Missionary Training School, Chicago, 2 years.
3. Chamberlain, Linnie, Tampico, Ill., 2 years.
4. Clark, Samuel C., Owatonna, Minn., 2 years.
5. Flentje, Lewis Edwin, Principal Public Schools, Garden Prairie, Ill., 2 years.
6. Gallagher, Margaret Anne, Sterling, Ill., 2 years.
7. Hamel, Cecelia, LaSalle, Ill., 2 years.
8. Hamm, Eva Grace, DeKalb, Ill., 2 years.
9. Hausen, Minnie Adella, Franklin Grove, Ill., 2 years.
10. Johnston, J. Winnifred, Chicago Heights, Ill., 2 years.
11. McCrea, Ida H., Sterling, Ill., 12 months.
12. Martin, Lida Chenoweth, Decatur, Ill. 2 years.
13. Mitchell, Elizabeth J. H., Elgin, Ill., 2 years.
14. Mize, Addison Roy, Principal Public Schools, Stillman Valley, Ill., 2 years.
15. Patten, Mary Leone, DeKalb, Ill., 2 years.
16. Sweeny, Joanna R., Harvey, Ill., 1 year.

CLASS OF 1901.

1. Baker, Lou, Student University of Illinois.
2. Banks, Eleanor Hannah, Elgin, Ill., 1 year.
3. Bennett, Frank LuVerne, Principal Public Schools, Granville, Ill., 1 year.
4. Beverley, Rhoda May, Aurora, Ill., 1 year.
5. Brock, Agnes Cecelia, Batavia, Ill., 1 year.
6. Carpenter, Bertha Ella, Plano, Ill., 1 year.
7. Cornell, Edward Mayberry, Principal Public Schools, Winslow, Ill., 1 year.
8. Crosby, Alice, student Chicago University.
9. Daehler, Maria Elizabeth, Milledgeville, Ill., 1 year.
10. DeYoung, Richard Gerrit, South Holland, Ill., 1 year.
11. Doolittle, Elnora Angeline, Plano, Ill., 1 year.
12. Duffey, Margaret Laura, DeKalb, Ill., 1 year.
13. Dunning, Jessie, student University of Michigan.
14. Ekdahl, Nellie, Lanark, Ill., 1 year.
15. Ferris, Birdie Xaripha, Rock Falls, Ill., 1 year.
16. Gagin, Mary Isabel, Sterling, Ill., 1 year.
17. Gilpatrick, Mabel Ethel, Savanna, Ill., 1 year.
18. Greenough, Charles Weston, Mount Palatine, Ill., 1 year.
19. Hamm, Mary Helen, Sterling, Ill., 1 year.
20. Hatch, Hattie Estelle, Evanston, Ill., 1 year.

21. Hatch, Rose Louise, LaGrange, Ill., 1 year.
22. Hennings, Stella Alice, Barrington, Ill., 1 year.
23. Herndon, Lena, Lanark, Ill., 1 year.
24. Huber, Crescenta, Malta, Ill., 1 year.
25. Jordan, Estella Maria, Geneva, Ill., 1 year.
26. Lascelles, Ida Belle, South Evanston, Ill., 1 year.
27. Lee, Eva Grace, Evanston, Ill., 1 year.
28. Lloyd, William Riley, Principal Public Schools, Glenwood, Ill. 1 year.
29. Lowman, Charles Elliott, Principal Public Schools, North Northfield, Ill., 1 year.
30. MacMillan, Helen, Evanston, Ill., 1 year.
31. McBride, Charlotte Mabel, Chicago Heights, Ill., 1 year.
32. Meyer, Julia Edna, Plano, Ill., 1 year.
33. Murtfeldt, Minnie Augusta, Rockford, Ill., 1 year.
34. Myers, Nettie Daisy Wheeling Ill., 1 year.
35. Nelson, Sena Christine, Prairie Center, Ill., 1 year.
36. Obye, Katharine Helen, Galena, Ill., 1 year.
37. Patten, Elizabeth May, Oak Park, Ill., 1 year.
38. Phalen, Irene Anastacia, Normal, Ill., 1 year.
39. Phillips, Eugene Martin, Principal Locust Street School, Elgin, Ill. 1 year.
40. Poust, Roy Merton, Sandwich, Ill., 1 year.
41. Ragland, Lewis Washington, Principal Public Schools, Crystal Lake, Ill., 1 year.
42. Scott, Clara Leah, Oak Park, Ill., 1 year.
43. Spence, Olive Anna, Evanston, Ill., 1 year.
44. Smith, Mary Mabell, Holland, Ill., 1 year.
45. Taylor, Elizabeth, Morrison, Ill., 1 year.
46. Watson, Edith May, Oregon, Ill., 1 year.
47. Walters, Cora Viola, Elgin, Ill., 1 year.
48. White, Adda M., Rochelle, Ill., 1 year.
49. Wright, Ivy Stuart, Gardner, Ill., 1 year.

NOTE.—The numbers at the right indicate the number of years of teaching done since graduation.

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BULLETIN

OF THE

NORTHERN ILLINOIS
STATE NORMAL SCHOOL

DE KALB, ILLINOIS

Vol. I. AUGUST, 1903. No. I.

CATALOG AND CIRCULAR

For School Year 1902-3.

ALLIED PRINTING TRADES UNION LABEL COUNCIL CHICAGO 74

CALENDAR FOR 1903-1904.

FALL TERM.

Monday, September 21	Enrollment and Assignment of Work.
Tuesday, September 22	Regular Recitations begin at 8:30 a. m.
Friday, December 18	Term Closes at Noon.

WINTER TERM.

Monday, December 28	Enrollment and Assignment of Work.
Tuesday, December 29	Regular Recitations begin at 8:30 a. m.
Friday, March 18	Term Closes at Noon.

SPRING TERM.

Monday, March 28	Enrollment and Assignment of Work.
Tuesday, March 29	Regular Recitations begin at 8:30 a. m.
Wednesday, June 15	Term Closes at Noon.
Thursday, June 16	Annual Commencement, 9:30 a. m.

SUMMER TERM.

Monday, June 20	Term of Six Weeks Opens at 8:45 a. m.

BOARD OF TRUSTEES.

Hon. Adams A. Goodrich, President	The Rookery, Chicago.
J. J. McLallen, Secretary	Aurora.
Hon. Alfred Bayliss, Superintendent of Public Instruction, ex-officio	Springfield.
Hon. Isaac L. Ellwood	De Kalb.
Hon. R. S. Farrand	Dixon.
William A. Meese	Moline.
John H. Lewis, Treasurer	De Kalb.

FACULTY.

John Williston Cook, A.M., LL.D.	President and Professor of Psychology.
Newell Darrow Gilbert, A.M.	Director of Practice Department.
Edward Carlton Page, A.B.	Professor of History.
John Alexander Hull Keith, A.M.	Professor of Pedagogy and Assistant in Psychology.
Fred Lemar Charles, M.S.	Professor of Biology.
John Albert Switzer, E.E.	Professor of Physics and Chemistry.
Swen Franklin Parson	Professor of Mathematics.
*Sue Dorothy Hoaglin	Professor of Reading and Elocution.
Jennie E. Farley	Professor of Reading and Elocution.
Mary Ross Potter, A.M.	Professor of Ancient and Modern Languages.
Inez D. Rice, A.B.	Teacher of Geography.
Emma Florence Stratford	Teacher of Drawing.
Rose LeVille Huff	Teacher of Music.
Ida S. Simonson, B.L.	Teacher of Rhetoric and Literature.
Anna Parmelee	Assistant in Mathematics.
Alice Cary Patten, Ph.B.	Assistant in Ancient and Modern Languages.
Jessica Foster	Director of Physical Culture.
†Eva Grace Hamm	Assistant in Biology.
Hattie V. Hugett	Assistant in Biology.
Luther A. Hatch	Principal Practice School, Normal Building.
Anastacia Donohue	Critic Teacher, Grammar Grades.
Lida Brown McMurry	Critic Teacher Primary Grades.
Frances Jenkins	Supervising Principal, City Buildings.
Margaret L. Duffey	Critic Teacher Primary Grades, North School.

Belle Hobbs	Critic Teacher Primary Grades, South School.
§Mary L. Patten	Critic Teacher Primary Grades East School.
Herbert F. Clark	Critic Teacher Intermediate Grades, North School.
‡Adaline L. Hood	Critic Teacher Intermediate Grades, South School.
Nellie B. Jones	Critic Teacher Intermediate Grades, South School.
Edith M. Hull	Critic Teacher Intermediate Grades, South School.
Lucretia M. Allen	Critic Teacher Intermediate Grades, East School.
Edith S. Patten	Critic Teacher Grammar Grades, South School.
Martha Waite	Critic Teacher in Drawing, City Buildings.
Grace H. Wood	Music Teacher, City Buildings.
Madeleine Wade Milner	Librarian.
Josephine Marie Jandell	Assistant Librarian.
Nellie Lovina Cook	Registrar and Clerk.
George W. Shoop	Superintendent of Building.

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*Resigned December 25.
†Resigned November 1.
§Resigned February 1.
‡Resigned December 15.

Northern Illinois State Normal School

The Northern Illinois State Normal School was established by an act of the General Assembly in 1895. It exists for the exclusive purpose of preparing teachers for the common schools of Illinois. It is located in DeKalb. The town contains a population of seven thousand. It is situated on the Omaha division of the Chicago and Northwestern Railway, on a branch of the Chicago Great Western, and on the Northern Illinois. It is fifty-eight miles from Chicago. It is easily reached from any part of Northern Illinois. The town has fine water, electric lights, paved streets, an electric road to the Normal School and to the County Seat. It is at the center of a most fertile and prosperous country and has a healthful and bracing climate.

The Normal School building is one of the finest structures thus far erected for normal school purposes in this country. It is three hundred seventy-one feet long and two hundred fifty feet in extreme depth. It contains a spacious auditorium capable of seating twelve hundred, plenty of good class rooms, fine library accommodations and laboratories, and a large gymnasium equipped with baths. With a fine art room, an excellent shop for manual training, suitable halls for literary societies, a spacious lecture room, and apartments for student enterprises of various kinds nothing is lacking for a complete equipment. The campus contains sixty-seven acres of diversified surface and includes a fine athletic field, and grand stand with baths.

CONDITIONS OF ADMISSION.

There are seven ways of entering the school:

First—A course of one year will be offered to graduates of reputable colleges, who will be admitted upon presentation of their diplomas.

Second—Graduates of good high schools having four-year courses will be admitted to a two-year course upon presentation of their diplomas. These high schools will be designated as "accredited schools."

Third—There are many schools with shorter courses whose graduates will be admitted to a three-year course upon presentation of their diplomas. These schools form a second group of "accredited schools."

Fourth—Persons holding first-grade certificates will be admitted to the three-year course without examination. Candidates holding second-grade certificates should correspond with the president with reference to admission.

Fifth—Students who have been connected with other State Normal Schools can enter upon presentation of their records if they have been honorably discharged from such institutions. All work done in such institutions will be passed to their credit here.

Sixth—The act establishing the institution provides that county superintendents of schools may appoint suitably prepared persons to scholarships. Such persons will be admitted to the proper course upon presentation of their certificates of appointment.

Seventh—There are many persons who have none of the above qualifications and yet are well prepared to do the work of the Normal School. Such persons may enter by examination upon the common English branches. A good degree of maturity is expected of such candidates.

Do not apply for admission unless you have done considerably more than is required for admission to the high school. We have no preparatory department. If you are in doubt as to your qualifications write to the president and the matter can be determined ordinarily by correspondence.

All candidates should present a certificate of good moral character signed by some responsible person. This will be insisted upon in all cases.

BOARDING.

Nearly all of the students of this institution board in clubs. There are several large club houses especially constructed for the accommodation of students near the school building. They contain large dining rooms and are fitted with all of the modern conveniences for dormitory purposes. In addition to these there are many private houses near good boarding clubs, in which admirable rooms may be rented at reasonable rates. The accommodations are excellent in quality, are ample in quantity, and are within a few minutes' walk of the school. Students desiring board in private families can be cared for satisfactorily.

Boarding places can be secured by correspondence although it is better to defer the selection of rooms until they can be inspected personally. The portion of the town occupied by the students is almost entirely new and has been made peculiarly attractive by public spirited citizens. Very pleasant homes are thus made available at moderate prices. Representatives of the boarding clubs are deputed to meet incoming trains and to aid students in securing satisfactory places. A ten-cent omnibus meets the trains and when strangers are in doubt as to what to do they are advised to go at once to the office of the president, who will give them personal attention.

EXPENSES.

Excellent board including room can be secured at from three and a half to four dollars a week. The incidental expenses are substantially what you make them and vary for different persons. No tuition is charged. The only expense connected with instruction is a term fee of two dollars, which is payable in advance at the beginning of each term. The expense for books and stationery is about ten dollars for the first year.

COURSES OF STUDY.

Four courses of study are offered: a one-year course for college and Normal school graduates, a two-year course for graduates of the best high schools, a three-year course for graduates of high schools with shorter courses and for others, and a four-year course for those desiring a more liberal training.

The one-year course is determined by conference with the candidate. It is composed of professional studies and practice in the Practice School. At least twelve credits will be required, not less than two of which must be teaching credits.

The two-year course requires thirty credits. Three are drawing credits, two recitations a week, through the first year. Fifteen are for five subjects a term for the first three terms, each subject having four recitations a week. The remaining twelve credits are for four subjects a term through the second year with five recitations a week in each subject.

The three-year course requires forty-eight credits. Six are drawing credits, two recitations a week for the first six terms. Thirty are for five subjects a term for the first six terms with four recitations a week in each subject. The remaining twelve are for four subjects a term for the last three terms with five recitations a week in each subject.

The four-year course requires fifty-seven credits, as shown in detail in the subjoined scheme.

PRACTICE TEACHING.

Two kinds of practice teaching may be engaged in: class teaching and room teaching. In the former, the class is removed from the ordinary school room to a recitation room so that the teacher has no pupils in charge except the members of the class; in the latter, the teacher has charge of one of the rooms in the city schools for one-half of each day and, in consequence, does the work under ordinary conditions. Each critic teacher has charge of two rooms and is assisted by two members of the senior class in each room. This half-day teaching work receives three credits for each term. Six teaching credits are required unless the pupil shows especial excellence and can derive greater advantage from the work in theory. In such cases studies may be chosen from the list of electives, three being substituted for each term of room teaching required. Not more than three teaching credits can be received for class teaching, each candidate for graduation being required to take charge of a room for at least one term.

ILLUSTRATIVE LESSONS.

For the illustration of critical methods in dealing with class exercises illustrative lessons are given four mornings of each week. These lessons are conducted by critic teachers, by teachers from the Normal department, or by students who have shown unusual skill in the practice school. The classes are selected successively from the grades of the practice school. The exercises are freely criticised in the light of pedagogical principles.

In the development of the various subjects of the curriculum that bear immediately upon the work of the grades, similar exercises are employed in the regular classes of the Normal department. The teacher of grammar, for instance, desiring to show how a certain phase of the subject should be presented to a class of children, employs a class from the practice school for that purpose. By means of such exercises and by their free discussion a pedagogical consciousness is awakened in the Normal students and they are thus led to a conscious application of the principles of teaching and to self-criticism of their success in applying them.

THE LIBRARY.

An admirable library of more than ten thousand volumes quite fairly catalogued is available for the uses of the students. A competent librarian and assistant are always present to render needed assistance. The library is open from eight o'clock to five every school day and from eight to twelve on Saturday.

GYMNASIUM.

A spacious gymnasium furnished with baths, dressing rooms and suitable apparatus is one of the features of the Institution.

MANUAL TRAINING.

A shop furnishes an excellent opportunity for observation of pupils' work and for the acquisition of those phases of manual training that can be introduced at trifling expense into ordinary schools.

STUDENT ORGANIZATIONS.

1. The Ellwood Literary Society. Meetings on Saturday evenings.

2. The Glidden Literary Society. Meetings on Saturday evenings.

3. The Ionian Literary Society. Membership is limited to the women of the Faculty and student body. The members are divided

into the following groups: The Art Section; the Literary Section; the Magazine Section; the Music Section; Chalk Modeling and Illustrative Drawing; the Travel Club; Current News Section. The work of each group is under the direction of a competent leader.

4. Young Men's Christian Association .
5. Young Women's Christian Association.

These associations extend a hearty welcome to all prospective students. They are important factors in the school life and their members take an active interest in the welfare of every student. Upon arriving at DeKalb those who come for the first time should look for young men wearing the badges of their Association, who will be on hand to assist them in finding agreeable homes.

6. The Camera Club.
7. The Ellwood Basket Ball Team.
8. The Glidden Basket Ball Team.
9. The Foot Ball Team.
10. The Base Ball Team.
11. The Treble Clef Society.
12. The Young Men's Glee Club.
13. The Choral Society.

"THE NORTHERN ILLINOIS."

"The Northern Illinois" is a monthly magazine published in the interests of the school and managed by a board of directors selected by the student body.

THE ONE-YEAR COURSE.

Twelve term credits, five hours a week, are required. The particular subjects are determined for each candidate after personal conference.

THE TWO-YEAR COURSE.

The figures indicate the number of recitations each week.

FIRST YEAR.

FIRST TERM		SECOND TERM		THIRD TERM	
Geography	4	Reading	4	History	4
Biology	4	Algebra	4	Literature	4
Arithmetic	4	History	4	Biology	4
English Grammar	4	Biology	4	Music	4
Psychology and Pedagogy	4	Psychology and Pedagogy	4	Psychology and Pedagogy	4
Drawing	2	Drawing	2	Drawing	2

*SECOND YEAR.

FIRST TERM		SECOND TERM		THIRD TERM	
Teaching		Teaching		Teaching	
Physics	5	Geometry	5	Philosophy of Education	4
Elective	4	Elective	4	School Management	1
School Management	1	School Management	1	Elective	5

ELECTIVES		ELECTIVES		ELECTIVES	
Latin	5	Latin	5	Latin	5
German	5	German	5	German	5
Literature	5	Literature	5	Literature	5
Sociology	5	Sociology	5	Sociology	5
Ethics	5	Ethics	5	Psychology	5
Oratory	5	Astronomy	5	Oratory	5
Drawing	5	Drawing	5	Drawing	5
History of Education	5	Civics	4	Physiography	4
Philosophy	5	History of Education	5	Political Economy	5
Logic	5	Rhetoric	4	Chemistry	5
		History of Illinois	5	Geology	5

An educational thesis of not less than fifteen hundred words is required of each candidate for graduation. Weekly exercises in composition extend through the whole course.

*Only two terms of half-day teaching are required. When in charge of rooms only one study is required.

THE THREE-YEAR COURSE

FIRST YEAR

FIRST TERM		SECOND TERM		THIRD TERM	
Reading or Latin	4	Grammar or Latin	4	Algebra or Latin	4
Arithmetic	4	Arithmetic	4	Pedagogy	4
Geography	4	Geography	4	Grammar	4
Elementary Physics	4	Elementary Physics	4	Biology	4
History	4	Reading	4	Music	4
Drawing	2	Drawing	2	Drawing	2

.SECOND YEAR

FIRST TERM		SECOND TERM		THIRD TERM	
Algebra	4	Geometry	4	Literature	4
Psychology and Pedagogy	4	Civics or Latin	4	Geometry or Latin	4
History	4	Biology	4	Physical Geography	4
Biology	4	Psychology and Pedagogy	4	Biology	4
Rhetoric or Latin	4	Literature	4	Psychology and Pedagogy	4
Drawing	2	Drawing	2	Drawing	2

*THIRD YEAR.

FIRST TERM		SECOND TERM		THIRD TERM	
Teaching		Teaching		Teaching	
Physics	5	Physics	5	Philosophy of Education	4
Elective	4	Elective	4	School Management	1
School Management	1	School Management	1	Elective	5

The electives are the same as in the Two-Year Course. Weekly exercises in composition continue through the whole course. A thesis on some educational subject, and to contain not less than fifteen hundred words, is required of every candidate for graduation.

*Only two terms of half-day teaching are required. When in charge of rooms only one study is required.

THE FOUR-YEAR COURSE.

FIRST YEAR

FIRST TERM		SECOND TERM		THIRD TERM	
Latin Grammar and Reader	5	Latin Grammar and Easy Reading	5	Caesar and Composition	5
Geography	4	English Grammar	4	History	4
Elementary Physics	4	Arithmetic	4	Algebra	4
Pedagogy	4	Elementary Physics.	4	Reading	4
Arithmetic	4	Reading	4	Biology	4

SECOND YEAR

FIRST TERM		SECOND TERM		THIRD TERM	
Caesar and Compos'n.	5	Caesar	5	Cicero and Compos'n.	5
Algebra	4	Biology	4	Literature	4
Biology	4	Geometry	4	Biology	4
Rhetoric	4	Literature	4	Geometry	4
Drawing	2	Drawing	2	Drawing	2

THIRD YEAR.

FIRST TERM		SECOND TERM		THIRD TERM	
Cicero and Compos'n.	5	Ovid	5	Vergil	5
History	4	German or Greek	5	German or Greek	5
German or Greek	5	Ps'ch'l'gy and Ped'gy.	4	Ps'ch'l'gy and Ped'gy	4
Ps'ch'l'gy and Ped'gy.	4	Civics or Political Economy	4	Literature or Physical Geography	4
Drawing	2	Drawing	2	Drawing	2

*FOURTH YEAR.

FIRST TERM		SECOND TERM		THIRD TERM	
Vergil or Physics.	5	German or Greek	5	Phil's'phy of Educ't'n.	5
German or Greek	5	Livy or Physics	5	German or Greek or Chemistry	5
Teaching		Teaching		School Management.	1
School Management.	1	School Management.	1	Teaching	

If entitled to take electives instead of teaching choice may be made from the list in the Two-Year Course. Weekly exercises in composition will be required throughout the course. An educational thesis is required for graduation as in the preceding courses.

*Only two terms of half-day teaching are required. When in charge of rooms only one study is required.

ANALYSIS OF COURSES.

PSYCHOLOGY, PEDAGOGY, PHILOSOPHY OF EDUCATION.

MR. COOK AND MR. KEITH.

1. Pedagogy.—Third term, three-year course. Four hours a week.

The course shows that the past is the foundation of all future knowing, how individual notions may be effectively presented to classes of children, how the mind passes to the more general phases of knowledge, and how the mind returns to the more significent interpretation of facts by the application of general notions or laws. Along with these studies there is observation of illustrative lessons with children, the making of lesson plans according to the Formal Steps, and a discussion of some fundamental school problems.

Text: McMurry's Method of the Recitation.

2. Psychology.—First year, two-year course; second year, three-year course; third year, four-year course. Four hours a week.

This course occupies one year. The first term is devoted to a study of the intellect; the second, to the feelings and the will; the third, to the psychology of the subjects of the elementary school.

A text is used the first two terms. The work of the third term is given orally.

3. Philosophy of Education.—Last term, senior year. Five hours a week.

The text is Rosenkranz' Philosophy of Education. The course covers Parts I and II.

4. Electives.—Senior year. Five hours a week. Ethics, Sociology, History of Education, Philosophy.

SCHOOL ORGANIZATION AND MANAGEMENT.

MR. GILBERT.

All of senior year in each course one hour a week.

I. School Organization.

a. Nature, scope, scheme how determined.

b. Parties to school organization; taxpayers, parents, the child; conflicting interests and demands to be co-ordinated and harmonized. Board of Education. Teacher.

II. SCHOOL MANAGEMENT.—Determined by demands of child's development.

1. Growing out of laws of physical nature as discovered in Physiology and applied in Hygiene and Sanitation.
2. Growing out of laws of mental nature as found in Psychology and applied in Pedagogy.
3. Growing out of laws of spiritual nature as formulated and applied in Ethics.

III. SCHOOL HYGIENE.—Shaping the school conformably to the laws of the child's physical nature.

a. School environment—grounds—building; construction—arrangement—care.

b. Ventilation—necessity based on vital processes—elements of problem—devices, appliances and schemes.

c. Lighting—defects of vision. School room causes. Proper lighting: amount, distribution and arrangement of lighting area. Control of light.

d. Seating—Evils of prevailing methods. Determining conditions of proper seating. Habits and postures of pupils at desks.

e. Fatigue—nature—waste of effort under conditions of fatigue. Conditions producing fatigue. School program in relation to fatigue and rest.

f. Infectious and contagious diseases.

IV. COURSE OF STUDY.—Shaping the school to the laws of the child's mental nature.

a. As determined by social organizations.

b. As determined by laws of mental development. Evolution of the course. Correlation of studies.

Order of studies—order of developing interests—culture epochs. Educational values.

c. The day's program—correlation dynamic—how made effective in unfolding of subject. Apportionment of time. Rests—character and distribution.

d. The Recitation.

V. CLASSIFICATION AND GRADATION OF PUPILS.—"The lockstep of the public schools."

SCHOOL DISCIPLINE—SHAPING THE SCHOOL COMFORMABLY TO THE LAWS OF THE CHILD'S SPIRITUAL NATURE.

I. Elements of the problem.

a. General: child a developing moral being—process: one of rational conduct, not of repressive control. Teacher's task: training pupils to behavior.

b. Social element:—Rise of moral notions. "Education; organizing resources into power of conduct to fit social and physical world; organization of acquired habits of conduct and tendencies to behavior."

c. Biological elements:—"Man an organism for re-acting on impressions." "Education: bringing mass of possible re-actions into rational control."

d. Physiological elements:—Health, fatigue, school and home environment as affecting conduct.

II. Moral Training—How Effected.

a. School associations—community of ideals and interests—co-operation vs. competition.

b. School Management (internal). School-room order—economy—standards—spirit.

School atmosphere—determined by teacher—elements. School-room faults and vices.

Punishment:—spirit—limitations—character—punishments, proper and improper—time and place.

c. School instruction. Intelligence and moral tone—course of study in its bearing on the will. Shaping ideals—personality of teacher—"character teaches above our wills."

HISTORY AND CIVICS.

MR. PAGE.

1. History.—Second term, two-year course. Four hours a week.

The term is devoted to a careful study of method in history. The work in all the grades of the elementary school, from the lowest to the highest, is considered. The principles and theories involved are brought out by assigned reading and class discussion. Careful consideration is given to the best available material for the various grades of work.

Text Book: Mace's Method in History.

2. History.—Third term, two-year course. Four hours a week.

The second term is devoted to the intensive study of a limited field of history. All of the available material, both of primary sources and of secondary authorities, will be accessible in the library. Thoroughness of mastery, and not extent of ground covered, is the aim. Among the chief purposes of the term's work are the following: To learn the historic processes, to learn how to search out information from books, to gain an idea of the vastness of the subject of history, to divorce the student from dependence on a text book, to train the judgment in weighing the value of material and in selecting that which suits one's purposes, to learn to generalize from a mass of material, etc. The topics selected for this intensive work will be varied from year to year. The reign of Charlemagne is the topic for next year.

The library is unusually strong in the department of history. Care and expense are not spared to make it systematic and comprehensive. Not only are all the leading secondary authorities to be found on our shelves, but also a liberal supply of the sources most useful to the student. Constant additions are being made to the list of books and every new demand is met as promptly as possible. The library is a government depository and receives all of the publications of the United States government. Two thousand volumes, or more, have been received. The most valuable of those out of print are added by purchase from time to time.

TEXT BOOK: DAVIS'S CHARLEMAGNE.

3. HISTORY.—First term, three-year course. Four hours a week.

The term is devoted to a study of American history. Instead of a general survey of the whole field of our history, a limited number of topics is selected. Those typical in their character and those which, grouped together, give a view of great movements or important phases of our history, are the ones chosen. The great purpose of the term's work is not the acquisition of new facts, but rather the power to interpret facts. Keen interpretative ability is regarded as a fundamental of method.

TEXT BOOK: MCLAUGHLIN'S HISTORY OF THE AMERICAN NATION.

4. HISTORY.—Fourth term, three-year course. Four hours a week.

To obtain skill in interpreting the history of other peoples, one term is devoted to the study of Rome.

TEXT BOOK: BOTSFORD'S ROME.

5. CIVICS.—Fifth term, three-year course. Four hours a week.

Two principal thoughts guide the work in civics. The first is that our political institutions are the result of an evolutionary process. The second is that certain fundamental principles have determined the character of our political institutions. In emphasizing and illustrating these ideas, the main facts in the structure of our government (local, state, and national) are brought out. The whole course is a practical illustration of method. Incidentally, specific methods are presented. Much collateral reading is done and special research is made.

TEXT BOOK: JAMES AND SANFORD. GOVERNMENT IN STATE AND NATION.

6. ELECTIVES.—Senior year. Five hours a week. History of Illinois. Political Economy.

BIOLOGY.

MR. CHARLES.

MISS HUGETT, ASSISTANT.

First year. Biology runs through the entire year, the work of the three terms being unified so far as possible. For a complete biological survey, it is desirable, therefore, to enter the class at the beginning of the fall term.

The fall term will be devoted, in the main, to the subject-matter and method of Zoology; the winter term, to Human Anatomy, Physiology and Hygiene; the spring, to Botany; but leaf-fall cannot well be studied in the springtime nor bird nesting in the fall, and this formal division is modified to allow for topics suggested by the seasonal changes.

It is believed that nature study can best be taught by those who through thorough preparation have attained a comprehensive view of the biological field. To-day, even to the kindergarten teacher, a broad scientific foundation is essential; hence the organization of this course on a scientific, rather than a nature study, basis.

It is desired that the student shall obtain from this course an increased ability to observe, to interpret, and to express. To do this it is necessary from the start to avoid all bookishness, establishing himself upon his own resources and cultivating a true scientific spirit and method of original investigation. Original notes and drawings of material studied are essential to this end.

Text-book, lecture and laboratory methods are combined; frequently, field excursions are substituted for laboratory work, the extensive campus offering very unusual advantages for the study of varied forms of terrestrial and aquatic life. Outdoor observations in the form of nature calendars are recorded throughout the entire year.

In addition to the text indicated for each term, individual equipment will be required as follows: Dissecting set, laboratory manual and notebook.

1. ZOOLOGY.—First term, two-year course, and fourth term, three-year course. Four hours a week.

Field and laboratory study of insects. The struggle for existence and its outcome. Principles of classification.

Autumn coloration, leaf-fall, and seed dispersal.

The compound microscope; cell structure; studies of microscopic forms; Protozoans, Sponges and Coelenterates.

Starfish, earthworm, crayfish and mussel, and their allies.

The perch, as a vertebrate type; goldfish, as a nature study type.

2. PHYSIOLOGY.—Second term, two-year course, and fifth term, three-year course. Four hours a week.

I. Vertebrate studies, as types and as a basis for human anatomy and physiology.

Frog and turtle; birds (as fitted to mode of life); cat and dog, in connection with II.

II. Human Anatomy, Physiology and Hygiene.

3. BOTANY.—Third term, two-year course, and sixth term, three-year course. Four hours a week.

Botanical studies are foremost, but not exclusive, during this term. A brief survey is made of the vegetal kingdom, proceeding, so far as possible, from the simpler forms to the more complex and highly organized. Spring-time observations of animal forms, bird migration, pond life, etc., are made as the season demands, and full nature notes, bird, tree and flower calendars, are recorded and preserved from year to year. A formal herbarium is not required,—we are more interested in the living plant than in the dead one,—but representatives of a few prominent groups of flowering plants are studied and specimens preserved. Optional morning excursions furnish added opportunities for bird study and acquaintanceship with plant and animal habits.

Identification and study of trees in their winter habit.

Algae and fungi.

Mosses.

Ferns.

Flowering plants.

Experimental studies with seedlings; plant physiology.

Plant societies.

4. NATURE STUDY.—Third term, three-year course. Four hours a week.

I. Identification and study of trees in their winter habit. Awakening of the winter bud. Tree calendar.

II. Identification and study of birds during migrating and nesting season. Birds as fitted to mode of life. Bird calendar.

III. The school garden. Garden calendar.

IV. A study of trees in their summer habit.

5. ELECTIVE.—ADVANCED BIOLOGY, consisting of laboratory and field work. Fall term. Senior-year; five hours a week.

6. ELECTIVE. LABORATORY METHODS.—Winter term. Senior-year; five hours a week.

7. ELECTIVE. ADVANCED NATURE STUDY.—Spring term. Senior-year; five hours a week.

PHYSICS AND CHEMISTRY.

MR. SWITZER.

1. PHYSICS.—First term, three-year course.

1. PHYSICAL PROPERTIES OF AIR. 2. THE WEATHER. 3. THE CHEMISTRY OF AIR. 4. VENTILATION.

The topics are studied inductively and are treated wholly from the standpoint of science teaching in the upper grades below the high school. The topics chosen are such as are appropriate to these grades and are illustrated by numerous suitable experiments.

No text.

2. PHYSICS.—Second term, three-year course. Four hours a week.

1. Heat, as outlined for the seventh grade. Expansion of liquids, solids, and gases; the thermometer; convection, conduction, radiation; evaporation, condensation, distillation; heat as a motive power; Lord Worcester's "engine," the modern steam engine.

2. Magnetism. Polarity and law of magnets. Magnetic figures and lines of force. Magnetic dip and terrestrial magnetism. Induced magnetism and the electro-magnet.

3. Electricity. Making a simple cell, and study of one or two types of cells, as the gravity and Le Clanche; polarization of cells. The effect on a magnetic needle of holding near it a wire-carrying current; development of the galvanometer, and its use. Heating and light-giving effects of a current; the incandescent and the arc light. Study of the motor, dynamo, telephone, and telegraph. Eighth grade.

No text.

3. PHYSICS.—Fourth term, two-year course and seventh term, three-year course. Five hours a week.

1. Study of motion; velocity, acceleration, angular speed, simple harmonic motion, inertia, momentum.

2. Study of Force and Energy, gravitation, the pendulum, Newton's laws, elasticity.

3. Mechanics of fluids; fluid pressure, surface tension, the barometer, pumps, Boyle's law.

4. Study of waves; transverse, longitudinal, and stationary, resonance and interference of waves.

5. Sound. Nature of sound, character of sound waves, pitch, loudness and quality; the musical scale, musical instruments.

The above is an outline of the recitation work, which is largely intensive in character. Accompanying it is a thorough course in laboratory work, all of which is accurate quantitative investigation of natural laws and determination of physical constants. Such as the following experiments are performed: Simple measurements of length, using the vernier caliper and the micrometer screw; determination of the resting point of a sensitive balance; weighing by oscillations; determination of density by the Jolly balance, the Nicholson hydrometer, etc.; verification of Boyle's law; the laws of the pendulum; the velocity of sound, etc.

4. PHYSICS.—Eighth term, three-year course. Five hours a week.

1. Heat—Methods of transfer of heat, measurement of temperature, effects of heat, calorimetry, the nature of heat, the steam engine.
2. Light—Evidence that light travels in straight lines; speed of light; laws of reflection and refraction of light; lenses; optical instruments.
3. Magnetism and Electricity—Natural magnets; the compass; law of magnets; the earth as a magnet; magnetic induction. Static electricity, conductors and non-conductors; positive and negative electrification; electro-static induction; lightning rods.
4. Electric Currents—Methods of producing; the four properties of the electric current—chemical, thermal, magnetic, electro-dynamic.
5. Laboratory Work—Calibration of thermometers; coefficient of expansion of water and of iron; Law of Charles; determination of specific heat and of heat of fusion. Law of refraction of light; indices of refraction; focal lengths of lenses and mirrors. Mapping a magnetic field. Measurement of resistance, electro-motive force and current, using the galvanometer, Wheatstone bridge, etc.

5. CHEMISTRY.—Ninth term, three-year course. Five hours a week.

The work in chemistry is largely laboratory work, sometimes preceded and sometimes succeeded by discussion in the recitation room. A thorough course in chemistry can hardly be given in one term, and the effort is rather to give the student an insight into chemical methods and philosophy than to give a large amount of information concerning what reactions take place. Included in the course are the following: A partial analysis of air; a strict and quantitative analysis of water; a study of sodium hydrate to learn at first hand what its constituents are; acids, bases, and salts and their relations; the determination of the atomatic weight of zinc and of sodium; Avagado's law and the law of specific heats; electrolysis and dissociation.

6. ELECTIVES.

Courses 4 and 5 are also electives where not required.

MATHEMATICS.

MR. PARSON AND MISS PARMELEE.

1. ARITHMETIC.—First term, two-year course. Four hours a week.

The primary aim in the course in arithmetic is to fit the students to teach the subject most effectively to children. The arithmetical processes are examined as to meaning and logical relations. Classes of children from the Practice School are taught before the students to illustrate and to test the theory of how children learn number, by observing them in the process of learning.

From the point of view of how to teach them the four fundamental operations are critically examined, compared, and grouped so as to discover their unity. Fractions are studied as an outgrowth of division with integers. Decimal fractions are considered as a special case of "common fractions" and also as an extension of the decimal system. The latter half of the term is given to applied arithmetic as follows:

1. DENOMINATE NUMBERS.
    - I. Measurements of.
        - *a.* Space.
            - 1. Length.
            - 2. Surface.
            - 3. Volume.
        - *b.* Time.
            - 1. Relation to longitude.
        - *c.* Force.
            - 1. Weight.
            - 2. Heat.
        - *d.* Value.
            - 1. United States money.
2. PERCENTAGE.
    - I. The three fundamental problems.
    - II. Application.
        - *a.* Discounts.
        - *b.* Loss and gain.
        - *c.* Commission.
        - *d.* Stocks and bonds.
        - *e.* Interest.
3. MENSURATION.
    - I. Plane figures.
    - II. Solids.

Special emphasis is laid on the construction side of the subject.

TEXT: COOK AND CROPSEY.

2. ARITHMETIC.—First and second terms, three-year course. Four hours a week.

Note the general statement for the arithmetic of the two-year course. While the aim is the same for the two courses, the three-year course gives more time for the examination in detail of the difficulties encountered in the subject, and also more practice in the solution of problems.

FIRST TERM.

1. Relation of number to measurement.
2. The expression of number. Decimal system.
3. Number operations.
    1. Integers.
        - *a.* Counting as a foundation.
        - *b.* A comparison of the fundamental operations.
        - *c.* A careful study of the difficulties in learning these operations.
        - *d.* Making graded problems.
    2. Fractions (common).
        - *a.* As equal parts of a whole.
        - *b.* As expression of ratio.
        - *c.* Principles and their application.
        - *d.* Peculiar difficulties in multiplication and division.
    3. Fractions (decimal).
        - *a.* Comparison with common fractions.
        - *b.* Relation to the decimal system.

SECOND TERM.

Applied arithmetic. (See outline in two-year course).

TEXT: COOK AND CROPSEY.

4. ALGEBRA.—Second term, two-year course. Four hours a week.

The work of this course is a thorough review and intensive study of the more difficult topics of the elementary algebra. To enter this course the student should have had a year or more of algebra in a good high school. This preparation makes it possible to make a somewhat exhaustive study of such topics as arithmetic and algebra compared, the algebraic series of numbers, the double meaning of the signs plus and minus, the commutative, distributive, and associative laws, the theory of divisions, etc. The aim is to make rational the processes which hitherto may have been largely mechanical. Rigid demonstration is required throughout. The latter half of the term is devoted to such topics as, the theory of exponents, quadratics, progressions, variables and limits, and series.

TEXT: BEMAN AND SMITH'S ELEMENTS OF ALGEBRA.

5. ALGEBRA.—Third and fourth terms, three-year course. Four hours a week.

This course is intended for students who have had but limited training in algebra. It covers two terms. The attempt is made to make a natural transition from arithmetic to algebra in respect to notation, principles, fundamental operations, and processes of solution of problems. Every effort is made to prevent the student from conceiving the algebraic operations as simply clever tricks. He is early taught to make sharp distinction between illustration and demonstration of mathematical truth, and is thus led into an appreciation of the exactness and rigor of the science.

TEXT: BEMAN AND SMITH'S ELEMENTS OF ALGEBRA.

6. GEOMETRY.—Second term, two-year course. Four hours a week.

This course extends over one term of twelve weeks and includes plane and solid geometry. The course treats the subject topically. As considerable written work in original demonstration is required, attention is paid to important methods of attacking a proposition. Students are required to make models of the figures discussed in solid geometry and to make plane drawings of the models. Attention is given to methods of teaching elementary geometry in the grades. To enter this course students must have had at least one year of high school work in the subject.

TEXT: BEMAN AND SMITH'S PLANE AND SOLID GEOMETRY.

7. GEOMETRY.—Fifth and sixth terms, three-year course. Four hours a week.

This course extends over two terms of twelve weeks each and includes plane and solid geometry. It is arranged for students who have had less than a year of work in the subject. The course follows in the main the method presented in the outline of the two-year course, but the additional time permits a more thorough and exhaustive study. It aims to secure logical thinking and clear and accurate expression.

TEXT: WELLS' ESSENTIALS OF GEOMETRY.

LANGUAGE.

MISS POTTER AND MISS PATTEN.

1. ENGLISH GRAMMAR.—First term, two-year course. Four hours a week.

Since language is the expression of thought, the first essential to the study of language is an understanding of the structure of thought. As the thought is the unit of mental action, so the sentence is the unit of verbal expression. Two things, then, are of fundamental importance: first, that the sentence be regarded always as the expression of a thought; second, that the thought and its expression be kept distinct. The following outline gives rather the result aimed at than the process of attaining it. The first essential to the study of the sentence is the ability to image. Next, the student cultivates the habit of examining the thought that his mind forms in response to a sentence heard or read, and of observing the relation between his thought and the sentence. Thus he discovers the principles underlying sentence structure. He then formulates his statement of these principles.

Much attention is given to methods of presentation by actual work with the children in the Practice School, and to the consideration of available text-books for the grades.

For students who have some knowledge of other languages than English a course in comparative syntax is offered. For suggestions concerning the advantages of such a course, see statement of courses in Latin, Greek and German.

The outline of work in English grammar for the two-year course follows:

I. The sentence as a whole.
  1. The universal form of the sentence as governed by the nature of a thought.
  2. Sentences classified (1) on basis of purpose of utterance, into declarative, interrogative, imperative and exclamative; (2) on basis of form as governed by the form of the thought expressed, into simple, complex and compound.
  3. The three essential elements of the sentence—subject, predicate, attribute and copula.
  4. The material of which the sentence is composed classified under substantive words, attributive words, relation words, form and feeling words.
  5. Subdivisions of general classes of words; uses and modifiers of each.

II. Parts of speech.
  1. Properties.
  2. Inflectional forms.

2. ENGLISH GRAMMAR.—Second and third terms, three-year course. Four hours a week.

The work in English Grammar for the three-year course covers the same ground as that for the two-year course; however, since two terms are devoted to it by the three-year pupils, a more detailed study of each topic is possible. The work is done inductively; that is, the sentence is the basis, and from it is gathered and classified the material of which the science called English Grammar is composed. The thought must be seen back of the sentence before this is possible.

Much attention is given to methods of presentation in the grades, through discussion in the class-room and actual work with the children of the Practice School. An important feature of the work is the examination of text-books in Grammar, both for the purpose of acquiring skill in interpreting authors and to judge of the merits of the book for use in the grades.

It will be observed that Latin is offered as an elective in the three-year course. The object in this is both to introduce a culture study and to offer opportunity for further strengthening in English. The advantage of the study of an inflected language, such as Latin, is two-fold; first, one gains an insight into grammatical relations that can scarcely be attained from any other source; second, it not only offers opportunity for, but demands fine distinctions both in thought and expression. For outline see the statement of courses in Latin.

For outline of work in English Grammar for three-year course see outline for two-year course.

3. LATIN.—First year, four-year course. Five hours a week.

FIRST TERM.—Study of inflectional forms and simpler constructions, with constant drill in vocabulary and comparison of Latin and English modes of expression. Careful attention is given to quantity of vowels.

SECOND TERM.—Further study of forms and constructions, and reading of easy Latin. Reading of Latin aloud intelligently.

THIRD TERM.—Caesar's Commentaries, book II, chapters I—XI, with prose composition based on the same. A ready use of forms and knowledge of constructions used, an appreciation of Latin word arrangement, and smooth English insisted upon.

SECOND YEAR.

FIRST TERM.—Caesar, the remainder of second book and the first book, with composition.

SECOND TERM.—Caesar, books III and IV; also, either selections from other books of Caesar or selections from Sallust's Catiline.

THIRD TERM.—Cicero, Orations against Catiline, I—III, with prose composition and study of historical setting, argumentation and literary style.

THIRD YEAR.

FIRST TERM.—Cicero, Fourth Oration against Catiline, Archias, and Manilian Law, or equivalents; prose composition.

SECOND TERM.—Ovid, with study of poetic constructions, mythology, and scansion.

THIRD TERM.—Vergil's Aeneid, books I—IV; much attention paid to narrative, mythology, and scansion.

FOURTH YEAR.

FIRST TERM.—Vergil's Aeneid, books V and VI (six weeks) and Horace's Odes (six weeks); Horace's meters studied, and an effort made to catch the spirit of his poems; parallels found in English literature; some of the shorter odes committed.

SECOND TERM.—Selected reading in Latin, whose purpose is to give a more comprehensive view of Latin literature; or

Work in comparative etymology, including a brief study of the history of the English language and its relation to the Latin, Greek, German, and other languages.

4. GERMAN.—Third and fourth year, four-year course. Five hours a week.

THIRD YEAR.

FIRST TERM.—Study of principles of German grammar, with much practice in pronunciation, reading, and speaking; reading of easy prose and poetry.

SECOND TERM.—Further study of grammar; conversation and oral reproduction of easy stories; memorizing of several good short poems; reading and translation of Leander's Traumerei and Storm's Immensee, or equivalents.

THIRD TERM.—Grammar and composition (once a week); Schiller's Wilhelm Tell or equivalent, with supplementary reading as time allows.

FOURTH YEAR.

Study of the works of classical and modern authors. The reading will change from term to term to meet the needs of the students.

The following are suggested:

Schiller's Jungfrau von Orleans.
Schiller's Lied von der Glocke.
Lessing's Minna von Barnhelm.
Goethe's Hermann und Dorothea.
Goethe's Iphigenie.
Heine's Harzreise.
Lessing's Nathan der Weise.
Schiller's Wallenstein, Parts I and II.

Composition once a week.

For the work of the winter term of the second year, work in comparative etymology may be substituted.

5. GREEK.—Third and fourth year, four-year course. Five hours a week.

THIRD YEAR.

FIRST TERM.—Study of forms and constructions, with rapid oral translation of short sentences from Greek to English, and vice versa.

SECOND TERM.—Further study of forms and syntax, and reading of a portion of the first book of Xenophon's Anabasis; reading of Greek aloud, both before and after translation.

THIRD TERM.—Completion of first book of Anabasis, with special attention paid to prose composition.

FOURTH YEAR.

First Term.—Second book of the Anabasis and selections from the Hellenica.

Second Term.—Selections from Herodotus, with constant drill in forms of Attic dialect; Timayenis' History of Greece included as collateral reading; or

A term's work in comparative etymology may be substituted.

Third Term.—Homer's Iliad, books I—III, with selections from books IV, V, and VI; study of Ionic dialect; scansion; reading of entire Iliad in English, with study of literary style.

Elective.—A course in comparative etymology and syntax is offered each winter term as an option with the work of the same term in fourth year Latin or Greek, or German of the second year. It may be substituted for only one of these three branches.

READING AND ORATORY.

MISS FARLEY.

1. Reading.—Second term, two-year course. Four hours a week.

1. Phonology.
    - *a.* Study of vocal organs as to structure and function.
    - *b.* Systematic voice culture from both the mental and physical view points.
    - *c.* The correction of voice and speech defects.
2. Physical culture as a preparation for expression through gesture.
3. Reading.
    - *a.* Work on short selections until the power to get the thought from the printed page and to give it with life and interest, is acquired.
    - *b.* Reading of Shakespearean play.
        1. A rapid reading for the story.
        2. Movement, plot and characterization noted.
        3. In the study of a scene:
            - *a.* Obscure passages cleared up.
            - *b.* Close analysis of thought.
            - *c.* Picturing of situations and of characters.
            - *d.* Impersonation of characters.
        4. Presentation of play by the class.

Text Books: Dr. Emerson's Evolution of Expression, Vol. I; Salisbury's Phonology; Shakespeare's Merchant of Venice, Hudson or Rolfe.

2. Reading.—First term, three-year course. Four hours a week.

The work of this term is the same as that of the two-year course except that more time is given to the details of the work and the application of principles. The Shakespearean plays are left for the second term's work.

Much practice in sight reading is required and the pupils read, out of class, the Classics used in the upper grades of the Practice School, and tell them in story form before the class.

SECOND TERM.

1. Two Shakespearean plays, one a tragedy, the other a comedy, are studied in the manner indicated in the work of the two-year course.

At the close of the term these plays are given by the class.

2. The work in physical culture and voice is conducted by members of the class under the direction and criticism of the teacher.

3. Since in teaching much depends upon the teacher's ability to criticise in a suggestive and helpful way, pupils are given practice in this and their criticisms are subject to the criticism of the teacher.

4. Illustrative lessons with different grades are given before the class and afterward discussed freely by the class.

Before the pupil is ready to leave this subject he should be able to read well, AT SIGHT, any standard piece of literature.

3. ELECTIVE.—A course in Oratory. Five hours a week.

DRAWING.

MISS STRATFORD.

1. Course for two-year pupils.

TWO LESSONS EACH WEEK, THREE TERMS.

FIRST TERM—(24 lessons.)

Flowers, fruits, vegetables, trees, principles of perspective. Single objects and groups of objects represented in outline and in light and shade.

SECOND TERM—(24 lessons.)

Construction—working drawings, patterns, constructive design. Composition as related to construction, representation, and decoration.

THIRD TERM—(24 lessons.)

Lectures on Method and on History of Art. Composition in out-door sketching with brush and ink, and brush and color.

Figure pose.

2. Course for three-year pupils.

TWO LESSONS EACH WEEK, SIX TERMS.

FIRST YEAR.

FIRST TERM—(24 lessons.)

Study of flowers, fruits, vegetables, trees.

Principles of perspective in cylindric and rectangular objects.

Second Term—(24 lessons.)
Study of groups of objects.
Light and shade.
Construction—working drawings, patterns, constructive designs.
Third Term—(24 lessons.)
Composition in connection with construction. Representation, and Decoration.
Use of brush and ink and brush and color.
Flowers, sprays of leaves, etc.
Out-door sketching.

SECOND YEAR.

First Term—(24 lessons.)
Continued study of form in light and shade with pencil, pen and ink, and color.
Blackboard sketching.
Second Term—(24 lessons.)
Sketching from figure pose and use of pose in composition.
History of Art—Egyptian, Greek, and Roman periods—Modern art.
Study of pictures in grades.
Third Term—(24 lessons.)
Methods—primary and grammar grades—Use of material, books, etc.
Water Color—out-door sketching.

3. Advanced course. An optional course of five hours a week is offered as a senior elective.

GEOGRAPHY AND GEOLOGY.

MISS RICE.

1. Geography.—First term, two-year course. Four hours a week.

The chief aim in this course in geography is to present geographic material in an organized form. The dependence of human institutions on the physical condition of the earth, its surface, topography and constitution, is the principle upon which this organization is based. The further aim in this course is to present, (1) the principles that govern the selection and arrangement of material for the grades, (2) the use of helpful devices such as illustrative drawing, chalk modeling, pictures, maps, field excursions, modeling in sand and other materials, and (3) the use of the text-book and the library.

The application of lesson plans worked out according to these suggestions is seen in frequent illustrative lessons with children before the class.

1. The earth as a whole; motions of the earth and their effect; motions of air and water.

2. Home geography; a brief study of the common physiographic features and their relation to the life of man; a study of local industry; the beginning of map drawing; sand modeling.

3. Selected type studies suitable for fourth and fifth grade work; topics selected from North America.

4. Selected type studies suitable for the higher grades; topics selected from other continents. Special emphasis is placed on the comparison between Europe and North America.

TEXT: TARR AND MCMURRY, BOOKS I AND II.

2. GEOGRAPHY.—First term, three-year course. Four hours a week.

A study of geographic material suitable for grades below the sixth. Special attention is given to home geography and the study of North America. Excursions are made the basis of home geography. Actual things and processes are seen, studied and discussed. Physical features, industries and government furnish the topics. Sand modeling is introduced.

In the study of North America much attention is given to outline maps, blackboard illustration, pencil drawings, and chalk modeling. There is some constructive work in wood and clay. Observation of teaching forms a part of the work.

TEXT: TARR AND MCMURRY, BOOKS I AND II.

3. GEOGRAPHY.—Second term, three-year course. Four hours a week.

A study of material suitable for grades above the fifth.

1. A detailed topical study of Europe.

2. Selected topics from Asia, Africa, Australia and South America.

The selection and arrangement of material are discussed. The results of this discussion appear in a carefully written lesson plan. The execution of the plan in class shows its merits and defects.

Relief maps are constructed of paper pulp, salt and flour, plaster of Paris, etc.

The collection and care of pictures is discussed.

The drawing of outline and relief maps and pictures continues throughout the course.

Selections from literature, suitable for the grade and topic are noted and used.

TEXT: TARR AND MCMURRY, BOOK III.

4. PHYSICAL GEOGRAPHY.—Sixth term, three-year course. Four hours a week.

1. The earth as a whole: shape and size; motions of the earth and their effect; latitude, longitude and time.

2. The land: weathering agents and soil; rivers; plains and plateaus; mountains; volcanoes; glaciers, etc.

3. The atmosphere: composition, motions, storms.

4. The sea: depth and temperatures; motion, tides, waves, currents, etc.

The relations between physical features and life are continually kept in mind. Each topic, as far as possible, is introduced by a concrete example. Field trips supply a large amount of this material. Illustrations of the principles deduced are gathered from all parts of the world. Topographic maps are used continually. Collateral reading is required. Blackboard maps, outline and relief and modeling are used as means of expression. The museum affords considerable illustrative material.

5. GEOLOGY.—A five-hour course is offered as an elective in the senior year.

MUSIC.

MISS HUFF.

Third term, two-year course, and third term, three-year course. Four hours a week.

First week—Study of the adult voice.

Second week—Study of the child voice.

Third week—History and theory of music preparatory to sight-reading.

Fourth, fifth and sixth weeks—Sight reading.

Seventh week—Song singing.

Eighth and ninth weeks—Part songs.

Tenth week—Classic songs.

Eleventh week—Songs and solos.

Twelfth week—Illustrated class lessons.

LITERATURE AND RHETORIC.

MISS SIMONSON.

1. LITERATURE.—Third term, two-year course. Four hours a week.

A study of masterpieces of English literature illustrative of the different forms of literature exclusive of the drama. As types of the epic, the lyric, the essay, and the novel, the following will be studied: The Old English Ballads, Chaucer's Prologue, Milton's L'Allegro and Il Penseroso, Wordsworth's Minor Poems, Lamb's Essays, selections from Tennyson's Idylls of the King, Arnold's Sohrab and Rustum, and George

Eliot's Silas Marner or some other novel. Frequent critical papers will be required on topics suggested by the reading. The purpose of the course is to develop an appreciation of the different forms of literature and to suggest methods for studying them.

2. LITERATURE.—Fifth term, three-year course. Four hours a week.

A course in the study of masterpieces of English poetry, selections to be made from Chaucer, Shakespeare, Milton, Wordsworth, Shelley, Keats, Tennyson and Browning. Critical papers will be required on topics suggested by the reading.

3. LITERATURE.—Sixth term, three-year course. Four hours a week.

A course in American literature, tracing the development of the literature from colonial times to the present and making an intensive study of selections from Irving, Bryant, Poe, Hawthorne, Webster, Longfellow, Whittier and Lowell. Pupils are required to present papers on topics suggested by the work and to give discussions of topics drawn from collateral reading.

4. RHETORIC.—Fourth term, three-year course. Four hours a week.

A study of the principles of unity, coherence, and emphasis in the whole composition, the paragraph, and the sentence; also of the forms of discourse and of the qualities of style, with some analysis of good prose models. Frequent themes will be required.

TEXT: WEBSTER'S COMPOSITION AND LITERATURE.

5. ELECTIVES.
   1. The Drama. Mainly a study of the plays of Shakespeare.
   2. Fiction. A study of the short story and the novel.
   3. The poetry of the Romantic Period in English literature.

PHYSICAL CULTURE.

JESSICA FOSTER.

The gymnasium, with a clear floor space of 80 by 85 feet, well ventilated and lighted on two sides by large windows eight feet from the floor, offers splendid facilities for the personal development of the Normal student, and the acquirement of a knowledge of physical exercise for presentation to pupils in the school room.

There is a good equipment of new apparatus, and the adjoining bath rooms, fitted in marble, and affording spray and shower baths, are free to students.

All students are required to take gymnastic exercises in the gymnasium, and a course in the theory of gymnastics, together with the study of its place in the school room and in the life of a child.

A suitable suit and rubber-soled shoes are a necessity in the gymnasium, and those persons not already provided with such attire are advised not to procure it until after reaching the school, as a greater uniformity of costumes can be thus acquired. The cost will be from three to five dollars.

Each student, before entering the gymnasium classes, is subject to a physical examination, which will determine fitness for the work to be taken and exercises for special development are given.

This department aims to do practical work, developing a well trained body as a support for the well developed mind.

THE PRACTICE DEPARTMENT.

NEWELL DARROW GILBERT, A. M., DIRECTOR.

The public schools of the city of DeKalb, with an attendance of about eleven hundred children in the grades below the high school, constitute the Practice School. About two hundred and fifty children, representing eight grades, occupy rooms in the Normal building. The rest of the children are distributed among the city buildings.

Six teaching credits are required for graduation. The general plan anticipates two terms in charge of a room for one-half of each day. This arrangement is modified somewhat in individual cases. In the city buildings each critic has charge of two rooms and will thus have the supervision, ordinarily, of four pupil-teachers. Since beginners are permitted to assist in the care of rooms this number is increased, sometimes, to six. The pupil-teachers are conditioned substantially as they will be in their subsequent teaching, with this difference,—the supervision is close and efficient.

Illustrative exercises with classes of children conducted by critic teachers, heads of departments, and by unusually capable pupils, constitute a regular and important feature of the training work.

As the school year in the city schools opens two weeks in advance of the Normal department, the pupil-teachers have an opportunity to get established in their teaching work before taking up their half-day studies.

COURSE OF STUDY IN THE PRACTICE SCHOOL.

LANGUAGE.

NOTE—It is intended to maintain in our work the direct and close association of the language group of studies—Literature, Reading, Writing, Spelling, Language (oral and written speech)—and their intimate correlation with the other studies. By Language here is meant the work designed to discipline the pupils in the use of good English. Such exercises must have a distinctively formal element, and by them the teacher can scarcely do more than lay out the lines of correct usage. The following of such lines must become a matter of habit, and this in general is the result only of persistent training. Every recitation, then, is an opportunity, not to be missed, quietly, unremittingly, to give the exercise needful.

The general aim of these exercises, which determine both material and method, may be stated thus:

1. To stimulate, discipline, and refine the pupils' power to think.
2. To habituate the children to the use of good English—i. e., correct in form, and, as well, concise, direct, ready, apt, exact and even elegant, both in speaking and writing.
3. To prepare them specifically for the common demands in the use of the mother tongue, which their subsequent life will put upon them.

These three involve these others:

1. Definitely enlarging and enriching the child's vocabulary, especially in the vernacular, and bringing it into command for every day use.
2. Teaching correct spelling, appreciation of the force of words, derivation—the commoner roots, suffixes and prefixes—and the discrimination of synonyms and homonyms.
3. Teaching the structure of the English sentence.
4. Drill in punctuation, use of capitals, paragraphing and margins.
5. Teaching ordinary business and social forms.

Material for these exercises should be drawn from the active school and home interests of the children and given always under the impulse of some sufficient immediate motive: as, (a) gratification of others; (b) expression and defense of an opinion; (c) sense of mastery,—in order that the pupils may develop and maintain a strong, wholesome, urgent desire for self-expression, and worthy self-expression.

There is no greater need to teach children to write than to teach them to talk—with all that this involves of choice of words, of arrangement, of distinct and melodious utterance.

Written work should be preceded by careful oral discussion to digest the thought to be presented, and in general a more or less full outline should be worked out by teacher and class and written on the board. This may or may not, as circumstances require, be more than two or three main sub-topics, and may or may not be left on the board as the children write. The subject must be relatively simple or the class well trained to get on well wholly without the mnemonic aid of the outline. The idea is to do for the children what we do for ourselves to secure freedom and so completeness and clearness of expression.

In all language exercises, care must be had that the children do not fall back wholly upon the vocabulary already familiar to them, but that new words and idioms be worked into their usage.

REFERENCES:—Metcalf and Bright's Language Exercises; Bright's Graded Lessons in Language; DeGarmo's Language Books; McMurry's Regulatives; Keith: Teaching the Language Arts, Northern Illinois, 1902; Gilbert: Language Teaching in the Grades, Northern Illinois, May, 1902.

For general reading, there may be found in the Normal Library—Hinsdale: "Teaching the Language Arts," Laurie: Language and the Linguistic Arts.

FIRST GRADE.

1. Familiar conversation in connection with Nature Study and other observational work. This conversation should be free and informal, and yet direct and purposeful, seeking to elicit—(a) complete statements, accurate in expression and true to fact; (b) consecutive sentences, giving a quite complete, continuous statement of observations.

2. Oral reproduction of stories, told in Literature. This work in this grade and the next is the especial opportunity to lay the foundation of a full, rich vocabulary in the vernacular, and of freedom, vivacity and vigor in thought and expression.

As soon as practicable, written sentences, setting out in connected statements the gist of a story or of a science lesson. This work merges into spelling, writing and reading.

SECOND GRADE.

1. Conversation, as in First Grade. (q. v.)

2. Oral reproduction of stories told and read, as in First Grade (q. v.), but more extended.

In both grades, dramatization will tend to bring out more strongly the better qualities of language and deepen their impression on the children's minds.

3. Written exercises, as in First Grade, but more extended: (a) sentences; (b) written reproduction of stories.

NOTE—The following is suggested as an order by which material may be thoroughly used in this grade and the next: (1) The story is related and (2) orally reproduced (literature lesson). (3) In reply to teacher's questions the story is repeated in outline, and such words and phrases as are thought desirable to emphasize either because of difficulty or of endeavor to graft them on the child's vocabulary are listed on the blackboard and either left on the board or, better, copied by the children on slips of paper (writing and spelling lesson). (4) With these lists for ready reference the children go to the board and write the story or sentence indicated. (5) As far as possible these are reviewed by teacher and class, criticised as to accuracy of statement, choice of words, spelling, punctuation, etc. (6) The children then write the same story at their desks on paper.

THIRD GRADE.

1. Conversation, as in lower grades (q. v.), but with much greater exaction as to fullness and continuity of statement.

2. Oral reproduction of stories; dramatization (see Second Grade).

3. Written exercises: (a) reproduction of stories; (b) reports of science lessons, excursions, trips, etc.; (c) brief friendly letters, with careful teaching of simplest letter forms.

4. Invention of stories—first oral, then written—based on pictures, incidents, objects, suggested and supplied by teacher.

FOURTH GRADE.

1. Conversation, as heretofore. Topical recitations in Geography, oral reports of excursions and science lessons, etc.

2. Oral reproduction of History stories.

3. Written exercises:—

   a. Reproduction of History stories and of Geography and other lessons. Written lessons in Arithmetic should be good language exercises.
   b. Reports, (see Third Grade.)
   c. Friendly letters.
   d. Stories invented by children, with and without common core of suggestion.
   e. In connection with Arithmetic, bills and receipts.

4. Sentential structure. In the study of Reading and in the criticism of written work, lead pupils to discover and separate the greater elements of the sentence—subject and predicate—and the words or sets of words—modifiers—which are used to render the thing thought of (subject) more definite, and the thought concerning it (predicate) more explicit. The whole purpose here has to do with function, but technical terms may be gradually introduced and used in close association with the idea of function, but without definition.

FIFTH GRADE.

1. Extended development of topical recitations (see Fourth Grade).

2. Oral reproduction of History stories.

3. Written exercises: (see Fourth Grade, item 3).

4. Sentential structure: (see Fourth Grade, item 4).

SIXTH GRADE.

1. Topical recitations.

2. Oral presentation and defense of opinion on points of history—past and current; results of inquiry on special topics; descriptions of places, persons and objects of special interest.

3. Written exercises:—
   - *a*. Biographies; topics from History, Geography and other branches.
   - *b*. Reports, descriptions, etc.
   - *c*. Friendly and business letters.
   - *d*. Stories.
   - *e*. Independent outlines of articles read, discussions had, preparatory or not to written work.
   - *f*. Business forms involved in arithmetical problems.

4. Sentential structure, as in Fourth and Fifth Grades. Rhetorical structure should be carefully studied in criticism of papers, and attention directed to advantages of arrangement, contraction and expansion of elements, etc., with reference to clearness, vigor and smoothness. In the study of literary selections, good illustrations of these rhetorical modifications should be noted and studied, and held in mind for comparison.

SEVENTH GRADE.

1. Grammar.
   - *a*. Imaging from sentences.
   - *b*. Selecting elements of thought; of elements of sentence.
   - *c*. Classes of sentences on basis of purpose of speaker.
   - *d*. Sentence material: substantive words; attributive words; connective words; subdivisions of these into the "parts of speech."
   - *e*. Noun uses; adjective uses; (pronoun uses, same as those of noun); adverb and other uses.
   - *f*. The clause; the phrase.
   - *g*. Classes of sentences on basis of form of thought expressed: simple; complex; compound.

2. Composition: (a) Essays based on various lines of work. (b) Letters—friendly, social, business. (c) Stories. (d) Free paraphrases or interpretations, of selections from literature; not bare prose transpositions. (e) Interpretations of pictures.

3. In correction of essays and in discussion of them, close attention to paragraphs and their contents, sequence of paragraphs and of sentences within the paragraph, and, as in Sixth Grade, to sentential structure—grammatical and rhetorical.

EIGHTH GRADE.

1. Grammar.
   a. An intensive study of the parts of speech, including the classification, properties and inflexional forms of each.
   b. Analyses of literary selections, with references to the best authorities, as found in the library.
2. Composition. As in Seventh Grade.
3. Rhetoric—Careful criticism, class and individual, of pupils' essays.

The commoner figures—simile, metaphor, synecdoche—and some of the simpler poetic meters worked out in study of literature, not so much by way of nice definition as with reference to their forms, and their rhetorical value in enhancing the beauty and vigor of the sentence.

PUNCTUATION.

NOTE.—The designation of certain elements of punctuation for certain grades is not meant to prescribe formal lessons, but to indicate certain things, which by the end at least of the respective grade years, the pupils should have under control for use. They will for the most part know them earlier than the indicated time. But the teacher should definitely ascertain whether they *do* know them by the time prescribed.

The teaching in the first three grades, at least, should be based on imitation, association, and the teacher's quiet, opportune suggestion, and should aim at implicit knowledge and use. In Fourth and Fifth Grades, explicit statements may be looked for, and when made should be constantly appealed to as a standard of use in written work. In Sixth, Seventh and Eighth Grades, a compact body of rules covering the various points of the course should be taught. The correction and discussion of the regular exercises will give sufficient material for such instruction, especially when re-enforced by abundant specific illustrations.

To secure uniform practice, Bigelow's Handbook of Punctuation is taken as the standard and will be supplied to the teachers' desks.

FIRST GRADE.

1. The period—(a) at the end of a sentence; (b) Mr. and Mrs. taught as words; (c) other common abbreviations used by teacher, as names of the days of the week, and names of the months in weather charts, etc.
2. The comma.
3. The question-mark.
4. Capitals (a) in proper names; (b) at the beginning of a sentence.
5. The possessive form.

SECOND GRADE.

1. The period in abbreviations needed for use.
2. The comma to set off the vocative.
3. Quotation marks to mark an undivided quotation.
4. The hyphen in a word divided at the end of a line.

THIRD GRADE.

1. The comma (a) in letter forms; e. g. dates and addresses; (b) to set off a brief direct quotation.

2. Capitals (a) in abbreviations; (b) in headings and titles.

FOURTH GRADE.

1. The comma (a) to set off appositives; (b) to divide a compound sentence.

2. Quotation marks, in the divided quotation.

FIFTH GRADE.

1. See preceding grade.

SIXTH GRADE.

1. Comma to set off adverbial clauses.
2. Semicolon in compound sentences.
3. Parenthesis.

SEVENTH AND EIGHTH GRADES.

1. Comma to set off adjective clause when not restrictive.
2. Colon after *as follows*, the following, this and these, etc.
3. The *dash* (a) after a colon; (b) in place of the parenthesis; (c) in an interrupted sentence.

LITERATURE.

The place of literature in the course is two-fold: (a) To illuminate and interpret facts of science, geography or history; (b) as an object of study in itself, as a source of refinement and mental quickening.

In the first case, it is to be read or related and not dwelt upon except as portions are now and then memorized. In the second, the teacher and class should linger over it and endeavor to get its deeper meaning and spirit. In the first three grades, this presentation should be mainly by narrative by the teacher, to be narrated in turn by the individual children before the class, and is to be a daily exercise. In the Fourth, Fifth and Sixth Grades this material is to be used in the reading classes and is to be presented with careful thought analysis. In the Seventh and Eighth Grades this work is to be fairly close intensive study of masterpieces with parallel readings and is to alternate with formal grammar.

Apart from material designated here, much that is chosen with reference to special days and events will be presented. Much effort should be given by the classes to memorizing choice selections, especially such as relate to birds and flowers, to seasons and seasonal characteristics and events. Selections used for reading should present many lines, couplets, stanzas, paragraphs; many rare, apt, vigorous words; many phrases and many figures,—to be held in memory and often recalled and enjoyed by teacher and class. Definite effort should be made to give these words, phrases, figures, varied appropriate associations, in order to work them into the web of the children's thinking and usage.

Reference:—McMurry (C. A.): Special Method in Literature; Regulatives; McMurry (Mrs. Lida): Songs of Tree-Top and Meadow; other collections of Nature poems.

FIRST GRADE.

Fairy Tales and Folk Stories:—

The Old Woman and Her Pig.
Little Red Riding Hood.
The Three Bears.
The Street Musicians.
Cinderella.

Fables, Nature-Parables and Myths:—

Lion and Mouse.
Wind and Sun.
Anxious Leaf.
Persephone.
Fox and Crow.
The Pea-Blossom.
Little Match-girl.

Reference:—Lida Brown McMurry's Classic Stories, Flora J. Cooke's Myths.

SECOND GRADE.

Hiawatha or Robinson Crusoe.
Phaeton.
Hermes.
Arachne.
Woodpecker (legend).
Robin legends.
Moon legends.
Legend of Great Dipper.
Selections from Jane Andrew's Seven Little Sisters.

Reference:—McMurry and Husted's Robinson Crusoe, Cooke's Myths, Whittier's Poems.

THIRD GRADE.

Midas.
Rhoecus.
Baucis and Philemon.
Perseus.
Old Testament Stories.
King of the Golden River.

Reference:—Hawthorne's Wonder Books, Old Testament Stories, Baldwin's Stories of the Chosen People.

In the succeeding grades the Literature will be presented by means of Reading (q. v.)

READING.

Note—Reading is the most wide-reaching acquisition made by the child in school. No agency is capable of becoming so effective under wise teaching, for at once disciplining and informing the pupil's mind. No study, then, deserves more careful consideration or demands more carefully elaborated plans than this. For in actuality no other study more widely and effectively conduces to bad mental habits.

It must begin and at every point proceed on the basis of vigorous, genuine thinking on the part of the child, and the life of such thinking is constant, clear, vivid imaging—the reality and character of which the teacher should unfailingly put to the proof in some way—drawing, construction, dramatization, or equivalent form of expression.

These remarks lead to the following suggestions:

1. The reading matter must be chosen with wise discrimination as its adaptation to the children's intelligence, taste and effort, in thought, in spirit, in phraseology.

2. Close alliance must be kept of the reading matter to the children's active interests—other studies, seasonal changes, attractive elements of environment, of experiences, etc.

3. The material chosen for the reading hour should characteristically be from the "literature of power"—writings that by reason of their purity, beauty and spiritual strength have become classic.

4. Supplementary reading should be used, not simply to give more exercise in reading, but to enlarge and enrich specific topics, thus applying the power to read to a clearly perceived end in the acquisition of information, reading from sharply defined, immediate motive, with close and strong association.

5. The assignment of work must be made in such a way as to make a tangible presentation of things to be accomplished:—(a) words to be looked up; (b) allusions to be explained; (c) questions of fact to be verified; (d) questions of thought or of motive.

6. No text-book in reading, which is not in itself a literary whole, is to be taken seriatim. But rather the contents should be analyzed and selections assigned when and where they respectively have a clear and significant bearing.

REFERENCE:—McMurry: Special Method in Reading; Regulatives; Gilbert: Special Instructions—Reading; McMurry (Mrs. Lida): Beginning Reading, Northern Illinois, June, 1901. Hinsdale: Teaching the Language Arts.

FIRST GRADE.

1. The first lessons in reading are drawn (a) from games and occupations; (b) mainly from literature used for narration in this grade; (c) from the nature work. (See Language, Spelling, Writing, Literature.)

2. Of the following several should be read—some entire, others in part; some, perhaps, read through, but more probably the teacher should alternate two or more so as to use their simpler or more appropriate portions in harmony with suggestion six above:

Cyr's Primer.
Cyr's First Reader.
Sunbonnet Babies' Primer.
Nature's By-ways.
Stepping Stone to Literature, Book I.
Taylor's First Reader.

SECOND GRADE.

New Era Second Reader; Stepping Stones to Literature, Book Two; Taylor's Second Reader; Hiawatha Primer; McMurry's Classic Stories; Around the World, No. 1; Wiltse's Grimm's Fairy Tales; Bass' Animal Life; Bass' Plant Life; Pets and Companions; Baldwin's Second Reader; Child Life, Second Book.

THIRD GRADE.

New Era Third Reader; Stepping Stones to Literature, Book Three; McMurray's Robinson Crusoe; Andersen's Tales; Stickney's Aesop's Fables; Old Testament Stories; Judd's Classic Myths; Child Life, Third Reader; Stevenson's Child's Garden of Verses.

FOURTH GRADE.

Hiawatha; Arabian Nights; Pratt's History Stories, I; Hawthorne's Wonder-Book; Cook's Story of Ulysses.

FIFTH GRADE.

Whittier's Child-Life in Poetry and Prose; Longfellow's Miles Standish and Selected Poems; Irving's Legend of Sleepy Hollow and Rip Van Winkle; Ruskin's King of the Golden River; Hawthorne's Tanglewood Tales.

SIXTH GRADE.

Whittier's Snow Bound; Macaulay's Lays of Ancient Rome; Longfellow's Building of the Ship, etc.; Burrough's Birds and Bees and Sharp Eyes (selections); Scott's Tales of a Grandfather (selections); Story of Iliad; McMurry's William Tell.

SEVENTH GRADE.

Evangeline; Arnold's Sohrab and Rustum; Holmes' Grandmother's Story of Bunker Hill Battle; Burrough's Birds and Bees, etc. (selections); Stories of King Arthur.

EIGHTH GRADE.

Bryant's Thanatopsis and other Poems; Lowell's Vision of Sir Launfal and selected poems; Merchant of Venice; Webster's Bunker Hill Orations; Lincoln's Gettysburg Speech; Scott's Lady of the Lake.

SPELLING.

NOTE.—The instruction in spelling is based on the belief that it is "possible to learn to spell and at the same time express educative thought by writing." The teaching of spelling, therefore, is to be kept in closest association with the various lines of study and is especially to be regarded as an active phase of all written work.

A large proportion of bad spelling results from slovenly enunciation. The teacher is to exercise constant care over the children's habits of speaking. Wherever lists of words are presented—in Language, Reading, etc.—careful drill in clear, forcible, deliberate pronunciation, always with falling inflection, should be given persistently. Accent is secured by pitch, better than by stress of voice.

The use of the dictionary for pronunciation mainly, and for definition under such careful oversight by the teacher as insures that the definition defines, should receive faithful attention to teach (a) the swift and direct finding of words; (b) the ready and accurate interpretation of diacritical marks; (c) resort to it for correct spelling; (d) in due time, the selection of definitions from the Unabridged Dictionary.

FIRST, SECOND AND THIRD GRADES.

1. At first identical with Writing (q. v.)
2. Merged in the Reading and, especially, the written Language.
3. Word-building—particularly games, such as Rhymes.
4. Phonics—introduced gradually by teachers isolation of initials and terminals, of long and short vowels, until children are prepared to discriminate sounds and appreciate their function as integral parts of words.

FOURTH, FIFTH AND SIXTH GRADES.

1. Written and oral work on list, drawn from the various exercises and definitely selected to include (a) mis-spelled words; (b) new and difficult words; (c) homonyms, suggested by erroneous usage.
2. Use of dictionary, begun and developed as indicated above.
3. Significance of commonest suffixes and prefixes.

SEVENTH AND EIGHTH GRADES.

1. Lists as in earlier grades.
2. Use of dictionary, developed to include use of unabridged edition in selection of definitions; in tracing derivations; in discriminating synonyms and antonyms.
3. Lists of synonyms and antonyms, based on Literature and essay work.
4. Derivatives, based on Literature and essays.

WRITING.

NOTE.—The purpose of teaching children to write is to equip them with a highly conventionalized means of expressing themselves and of interpreting the thoughts of others. To be effective—(a) it must be easily legible, neat and rapid; (b) the individual must have, to a marked degree, the unconscious power and freedom of written expression shown in oral speech.

This skill rests on motor habit, is developed by sustained effort, and without repetition—practice—rapidly decreases. Written form of itself does not afford sufficient motive to secure the desired effort. This must be found in keeping writing from the first to the definite end for which intended—self-expression. Carelessness and slovenliness have the same tendency to form habits as carefulness and neatness. Hence the former cannot be tolerated.

In the primary grades, pupils have not the degree of motor co-ordination necessary to perfection of form. Hence forms must be approximate only, and the process of approximation must be given time, and a moderate degree accepted. However, approximation to standard forms should progress through the grades.

The movements in writing should at first be large and free, on the blackboard, on large sheets of paper unruled—for example the "9 in.x 12 in." drawing paper—or very wide-ruled paper, with no extra ruling.

The first work in writing is closely associated with learning to read, deals with the words the teacher presents, and is based on the impulse and power to imitate. The teacher writes a word of immediate interest because of its associations, on the board—writing deliberately in a large hand and in such position that the children may see the whole movement—i. e., with the left side to the class—erases and asks children to write. The process is repeated at the teacher's discretion. No copying is to be done, except as the children imitate the teacher's movement. Children may be trained to imitate in the air the teacher's motion as he writes, as preparatory to their own effort. The work on words merges as soon as possible into sentences.

No copy-books will be used, but in the first four or five grades, the letters of the alphabet in standard form should be on the boards where they may be referred to readily.

Careful and constant attention must be given to train to a posture and movement that are hygienic and economical of physical energy—that is, a position that does not distort the body, hinder free motion, or strain the eyes. As a rule this matter is grossly neglected by teachers, to the defeat of the course of training designed and provided.

The teachers are instructed to hold children to adopt and adhere to the following—

POSITION.—Child facing the desk squarely; trunk straight, inclined slightly forward and resting lightly on left elbow so as to leave the right arm entirely free, feet firmly and evenly on the floor. Paper perpendicular to the body or front edge of the desk—or better, perhaps, paper turned to be at such an angle to the body as will prevent twisting the trunk or dropping the head to watch the pen. The pen should be held by the thumb and first two fingers—the first finger on top of the holder, the second finger and thumb to the sides of it and underneath, the fingers straight, the thumb bent to touch the holder opposite the first joint of the first finger. This manner of holding the pen will naturally cause the holder to fall across the knuckle of the forefinger.

The question of slant in writing will take care of itself resulting in that degree of slant most conducive in individuals to the standard described at the outset—if only right physical habits are formed.

GEOGRAPHY.

A full and explicit statement of the course in Geography is found in Dr. Charles A. McMurry's Special Method in Geography and the Supplement to the Fourth Year Book of the National Herbart Society. Copies of both are furnished for the teachers' desks.

This scheme of teaching Geography gives definite purpose and method to the gleaning of information and illustrations—historical, scientific, literary—from various sources and affords opportunity to teach children some effective system of classifying and indexing such material. Matter so collected should be constantly sifted and only the best, the most interesting, the most pertinent to the specific topics should be kept. Not the least advantage of this plan is the opportunity to the teacher always to have fresh matter and to bring to the child fuller, richer, better organized knowledge.

There must be constant use of the map and the globe to keep the notions of location, distance, direction and relief forms well in mind. Excursions are to be made frequently, but always in consultation with the principal, both as to purpose and plan and discussion of results.

The text-book must not be neglected. It cannot, fortunately, be taken by rote; but its maps, its illustrations, its information constitute the most available resources, and the pupils are to be directed to all it contains pertaining to the lesson topic.

In the First and Second Grades the geographical work will be in the form of nature study, dealing with the child's environment, involving notions of position and direction, points of the compass; of winds, their character and prevailing direction; of the seasons, their characteristics, weather; distinctive occupations, sports, conditions of living, etc.; of fields and woods and streams; of plant and animal life.

Views of the "great, wide, wonderful world" will be given in studies of human life under contrasted conditions, especially stories of child-life in various countries and climes.

THIRD GRADE.

"Third grade, or home, geography includes local surface features, drainage and soil, gardening, agriculture and food products; house-building and related trades and occupations; clothing and the sources from which it is derived; local commerce, roads and bridges, railroads; local government. including the town and city organization, board of education, county officers, court-house. All these topics should be worked out in the third grade as concretely as possible, based upon the common observations of the children in the neighborhood and re-enforced by excursions which are made by the teacher and the children in the regular course of instruction.

"They should get acquainted with the great continents and oceans, and especially with North America and the United States, upon the globe, in their general relations to the earth as a whole, so that, as they move forward in their future study of geography, they will have before them the general relations of the home to the great earth, and to other communities, countries and peoples; their dependence upon them, the modes of communication and exchange with them.

"Besides this, while the children are getting these various geographical concepts of the home, they should be given some larger views of the earth as a great ball in space, whose surface is varied by continents and oceans and upon which the sun and moon shine from a distance." There should be also some study of the sun and moon and more noticeable constellations, stars and planets.

THIRD GRADE TOPICS.

FOODS.

1. A fruit store.
   A bakery.
   A feed mill.
   A meat market.
   A dairy.
   A creamery.
   A grocery store.

CLOTHING.

2. A shoemaker's shop.
   A glove factory.
   A tailor shop.
   A dry goods store.

TOOLS AND BUILDING SUPPLIES.

3. A blacksmith shop.
   A tin shop.
   A planing mill.
   A wagon shop.
   A hardware store.

GOVERNMENT.

4. City Hall Officers:—Mayor, councilmen, police, police magistrate. Functions—most obvious. Fire department. Water department.

TRANSPORTATION.

5. Roads and bridges; streets and pavements; railroads and shipping.

MISCELLANEOUS.

6. A greenhouse.
   The farm—Spring. Fall.
   The grain elevator.
   The study of slopes from the cupola.
   On the campus:—Forest, pond, streams, slopes, meadow.
   House building.
   Brick and tile manufactures.
   Carpet weaving.
   A china store.
   A garden—Planting in spring. Harvesting in fall.

FOURTH GRADE.

1. The Illinois River and the Illinois and Michigan canal.
2. The prairies of Illinois.
3. Corn and live stock in Illinois.
4. A coal mine in the coal fields.
5. Chicago as a trade center.
6. Excursion on the Upper Mississippi from St. Louis to St. Paul.
7. Pineries and lumbering of the Upper Mississippi.
8. Wheat fields of Dakota and the northwest.

9. Minneapolis as a trade center.
10. The iron mines of Michigan.
11. The blast furnace and steel production.
12. The Lake Superior copper mines.
13. Lake Superior.
14. The series of great lake ports.
15. The hardwood forests of Indiana and the Ohio Valley.
16. Tobacco raising in Kentucky.
17. Surface features of Tennessee.
18. Trip on the Lower Mississippi from Cairo to the Delta.
19. Cotton and cotton plantations.
20. A sugar plantation in Louisiana.
21. A cattle ranch in Texas.
22. Irrigation and the big ditch at Denver.
23. Pike's Peak and the Rocky Mountains.

FIFTH GRADE.

1. General survey of the physical features of North America.
2. Niagara Falls, Welland and Erie canals, Buffalo.
3. Hudson river. Scenic, historic, commercial.
4. New York City. A great seaport. Foreign commerce.
5. Cod fishing on the banks of Newfoundland.
6. The St. Lawrence river.
7. Educational centers of New England. Harvard, Yale, Amherst, Bowdoin.
8. Manufacturing centers of N. E., Lowell, Worcester, Springfield, Waterbury.
9. Boston as a historic center.
10. Marble quarries of Vermont. Granite quarries of Massachusetts.
11. Alleghany Mountains, coal and iron centers, oil, gas.
12. Iron shipbuilding at Philadelphia. (Cramps' docks and yards.)
13. Surface features of the Atlantic coast.
14. Washington, seat of national government.
15. Oyster fisheries of the Chesapeake.
16. The pineries of North Carolina. Tar, pitch, turpentine, resin, lumber.
17. Florida—The rock formation, Everglades, oranges, St. Augustine, climate.
18. Southern seaports.
19. Mammoth Cave in Kentucky.
20. The Central Pacific railroad from Chicago to San Francisco.
21. Gold mining in California.
22. San Francisco.
23. The forests of Washington and the Pacific slope.
24. The Columbia river and salmon fishing.

25. The Colorado river and canon.
26. Yellowstone Park.
27. Salt Lake and the Great Basin.
28. Alaska.
29. Mexico.
30. North America as a whole—Mountains, plains, rivers, oceans.
31. Cuba.

SIXTH GRADE.

1. Trip by steamer from New York to Liverpool.
2. Europe as a whole.
3. The British Isles.
4. Liverpool—Commerce; wet and dry docks.
5. Manchester—Cotton manufacture; ship canal; George Stephenson.
6. Birmingham and Sheffield. Iron manufactures.
7. London—Thames river; Westminster Abbey; St. Paul's Cathedral; the House of Parliament; the tower.
8. Glasgow—Clyde river. Recall shipbuilding at Philadelphia.
9. Edinburgh—The castle.
10. Dublin and the lace industry. Linen.
11. The peat bogs of Ireland.
12. The lakes of the British Isles.
13. From London to Calcutta via. the Mediterranean sea. Gibraltar, Malta, Cyprus, Suez Canal, Aden.
14. The sacred river Ganges.
15. The people of India and the English rule.
16. The Himalaya Mountains in their relation to Asia.
17. Ranch life in Australia.
18. Melbourne.
19. The great coral reef.
20. New Zealand.
21. The Nile river and valley.
22. The English possessions in South Africa. Diamond mines.
23. The Rhine river.
24. The land of dykes, canals and windmills—Holland.
25. Berlin, the Kaiser city.
26. The character of the Germans.
27. The sugar-beet industry.
28. France and the French people.
29. Paris, city of art.
30. Lyons and the silk industry.
31. Mont Blanc and the Alps.
32. Norway and Sweden.

SEVENTH GRADE.

1. The Mediterranean sea.

2. The peninsulas of southern Europe.
3. Rome.
4. Genoa and Venice.
5. Naples—Vesuvius.
6. Madrid and Granada.
7. Athens and modern Greece.
8. Vienna and the Danube.
9. Constantinople and the Turk.
10. St. Petersburg and Peter the Great.
11. The Volga and the plains of Russia.
12. Overland trade routes through Siberia to China, Siberian railroad.
13. Asia as a whole.
14. The Yangtse river.
15. Tea culture in China.
16. Tokio and Yokohoma. The Japanese. The Mongolian race.
17. The Philippines.
18. Java.
19. The Tigris and Euphrates valley. Ancient cities and empires.
20. Palestine.
21. The desert of Sahara. Other desert regions. Causes.
22. Madagascar.
23. French possessions in Africa.
24. The Congo river.
25. South America as a whole.
26. The Amazon valley.
27. Rio Janeiro and the Portuguese in Brazil.
28. Coffee production in Brazil.
29. The Andes Mountains.
30. Chili.
31. The La Plata river.
32. Buenos Ayres.
33. Population of South America. Spanish, Portuguese, Indians.
34. The Atlantic ocean—depths, trade routes, trade winds, gulf stream.
35. The North—Greenland, Iceland and expeditions to the north pole.
36. Hawaii and the islands of the Pacific.
37. Pacific ocean. Trade routes.
38. The Nicaragua canal.

EIGHTH GRADE.

A general survey of Physical and Astronomical Geography will be given during the first term.

The remaining two terms will be devoted to a study of the government of Illinois and of the United States; of municipal and county organizations.

HISTORY.

The end of history-teaching must always regard the acquiring of the facts of history, accurately learned and strongly and clearly held. But the great aim is to help pupils grasp historical fact in large outlines, in its broad relations; to imbue them with its spirit; to give a persistent impulse to read History.

The study of History should widen the horizon and strengthen the judgment; develop sincere, clear-eyed public spirit and deepen reverence for great men, and increase faith in our institutions and devotion to their preservation and growth.

With reference to such scope of work pupils are expected to make large use of the library as part of the course in History. The study should be pressed along these lines: Assignment of broad topics, sufficiently definite to read to, with references to available sources of information; the discussion and digestion of relevant material brought to the class by members in common or by individuals or by the teacher; the elaboration of a comprehensive topical outline—not too minute—with references to authorities.

Independence in hunting down information by means of indexes and the preservation of results in properly made notes should be made a definite aim of class instruction, including the collection and arrangement of clippings.

In Grades I to V, inclusive, the work consists of the narration and reading of stories from our national history, selected with reference to other work, as Geography, or to special days.

In Grades IV and V these are selected with special reference to the topics in Geography. The numbers preceding the various topics refer to the topics in Geography on which these bear.

FOURTH GRADE HISTORY TOPICS.

1. The Indians in Illinois. Starved Rock.
2. Shabbona.
3-4. George Rogers Clarke's capture of Kaskaskia and Vincennes.
5. Fort Dearborn and the Black Hawk war.
6. Hennepin's voyage on the Upper Mississippi.
7-8. Marquette and Joliet's discovery of the Mississippi and voyage to Arkansas.
9-13. LaSalle on the upper lakes and in Illinois.
14. Lincoln's early life in Kentucky, Indiana and Illinois.
15. Boone as hunter and settler in Kentucky.
16. Robertson and the settlement of Tennessee.
17. LaSalle's trip to the mouth of the Mississippi.
18-19. DeSoto's discovery of the lower Mississippi.
20. The Sioux massacre of 1862.
21-22. Fremont's journey across the plains. Climbing the mountains.

(With the Missouri River)—Lewis and Clark. Trip up the Missouri river and across the mountains to the Pacific.

(With the Ohio River)—Marietta and Cincinnati. Forts and settlements.

FIFTH GRADE HISTORY TOPICS.

1. The American Indian. Distribution. Different stages of civilization.
2. French fur companies and trading posts.
3-4. Henry Hudson.
5-6. Champlain.
7-8. The Pilgrims and Puritans.
9. The founding of Boston. Lexington and Bunker Hill.
10. Stark and the Green Mountain Boys.
11-12. William Penn and the Quakers.
13. Territory in North America explored by the English, French, Dutch, and Spanish nations.
14. Early life of George Washington.
15. Captain John Smith and the settlement at Jamestown.
16. Sir Walter Raleigh.
17-18-19. Andrew Jackson and the Seminole Indians.
20. Fremont's second trip.
21. Trip to California in '49.
22-24. Sir Francis Drake. Recall Lewis and Clark's expedition.
25-26. Powell's exploration of the Colorado Canon.
27. The Mormons.
28. Magellan.
29-30. Cortez.
31. Columbus.

In Grades VI, VII, and VIII, the systematic presentation of History in its order of development is undertaken.

SIXTH GRADE.

Periods of discovery, exploration and settlement presented mainly in the biographies of its more significant characters.

Colonial life: Community and home; social customs; dress; manners. Travel. Industry and trade.

SEVENTH GRADE.

The Indian and inter-colonial wars. The Revolutionary war. Government: Colonial; the Continental Congresses; the Articles of Confederation,—to the adoption of the constitution.

EIGHTH GRADE.

Formation and adoption of the constitution. Development under the constitution,—to the present time.

Remark: The course in History is in progress of extensive reorganization, not yet far enough advanced to publish. The work as blocked out above will be wrought out topically month by month during the year, under the direction of the Department of History and developed with the student teachers in special meetings.

NUMBER.

The first consideration in number teaching is to develop a lively "number sense" that quickly and nicely perceives number relations, that detects incongruities, that images magnitudes in their relations accurately, that guides the mind with directness and confidence in its thinking of numbers. The initial work is based on the conception that number is a "phase of thinking;" that it "arises from constructive (physical) activity, from the actual use of certain things (material, tools) to reach a certain (definite, preconceived) end;" that "the pupil may (must?) perform many operations and reach definite results by implicity using the ideas they involve long before these ideas can be explicitly developed in consciousness;" that "rational action (constructive use) will pass over of itself when the time is ripe into abstract reasoning." (Dewey: Psychology of Number.)

In Grades I and II, therefore, there will be no distinctive number-classes for drill in the formulation of abstract number combinations. Facilities will be provided for much constructive work, with special effort to invent exercises related to work in hand in other lines, according to suggestions contained in the outline of related number given below.

This outline is intended only to show how simple a matter it is to set the child at thinking numbers naturally and easily as an inevitable phase of his activity in dealing with things and in his associations in school. No attempt is here made to grade this work in the usual sense of that term; that would at once introduce a formality which is hostile to the spirit and purpose of this work. The nature of the work relative to the other school and home interests and to the capability of the children is a sufficient guide.

In Part III, Construction, the end is not the making in itself, but thinking out a set of conditions and discovering how to adjust tools and material to fulfill such conditions, and then realizing the discovery in tangible execution. The exercises should be contrived and presented in such way as to stimulate the child to devise the construction needed and the method of execution. This will, of course, involve technical instruction as to the use of things given to work with. Dictation exercises are valuable for this purpose. The ability to take and carry out directions is none too common and is worth seeking to develop. While not the prime considerations, accuracy and beauty of construction are to be sought constantly, without sacrificing or impairing the greater ends of this work.

RELATED NUMBER WORK.

1. ADMINISTRATION.—(1.)—Attendance. Pupils counted—by ones, by twos, by unequal addends.

Count and see how many boys present in row 1? How many girls? How many pupils? How many boys absent? How many girls? How many pupils? Same for rows 1, 2, and 3, etc.? in the school.

How many boys belong in row 1? How many are there? How many must be away?

(2.) Distribution of material by rows or by classes or both. A monitor comes to teacher for each row. How many sheets of paper, pairs of scissors, pencils, books, etc., do you need? Teacher hands him some. How many have you? Is that as many as you need? Do you need as many as that? How many more do you need? Return me all you do not need. Or, child goes to supply and counts out for himself, under teacher's eye, what he needs; encourage to count not only by ones, but by twos and threes, or to count by unequal addends.

Where practicable, appoint monitor to take teacher's place in supervising distribution of material.

3. Reading. Finding page by number. Finding line on the page or word in the line by number. Find a given word on which drill is being given; find it again; again; how many times to be found? Group words phonetically; by rhymes, etc.; how many in each group? Number as involved in stories told or the subject matter of the reading lessons.

II. SCIENCE.—1. Weather record. Days and dates. Find date by addition from day to day, Friday to Monday, character of weather denoted by disks of colored paper; number of clear, cloudy, rainy, etc., days in the week? in a month? Comparisons; averages. Prevailing winds. How many days had we a west wind? northwest? northeast? south? Of which had we the most?

2. Thermometer; children taught to read. Draw to scale; on board, 1 in. equal 2 degrees; on paper, 1 in. equal 10 degrees. Draw five side by side on one sheet; mark daily readings; at end of week connect points of daily marking, so getting graphic representation of variation. As children are able, change scale to ½ in. equal 2 degrees, ¼ in. equal 2 degrees. Comparisons—how many degrees higher, lower, to day than yesterday? etc.

3. Time. Hours, half hours, quarter hours; ½, ¼, ¾ of 60 min. Counting by fives first on clock face, then independently, to 30; to 60. Products of 5 min. to 5X12. Multiples of 5 min., plus 1, 2, 3, 4 min.

Making clock face. See Construction.

4. Observation work. Studies of buds and leaves; of animals, etc.

5. Measurement. Children measure each other. Growth of twigs—comparisons. Soils—definite amounts measured out by the children; loam, sand, etc., separated, measured and compared. Weights—absorption of water by seeds; elements of soil compared.

III. Construction.—1. Learning the foot rule, graduated at first to inches, then to half-inches, and so on, to ordinary ruler. Compare with 1 in., 2 in., 6 in, sticks. Compare these with each other. Stick-laying, using sticks of above lengths.

2. Ruling lines, squares, oblongs to dictation and scale. Sheets for weather record. Wind charts—thermometers, etc. Record sheets—score cards—for games. In all construction, children make any computations necessary to get total lengths and breadths and effect of any allowance, e. g., laps in making boxes; for cover of a box compared with the box itself.

3. Related objects. Trays for paste. Boxes of various shapes and sizes for seeds, soil, pencils, crayon and other collections and material; for measures, cubic inch, two, four, eight cubic inches. Circle markers: —1 in. by 6 in., divided into inches; ½ in. by 6 in., divided into ½ inches. Circles of colored paper for weather record. Clock dials on board. Draw with strings, making outer circle 12 in. in diameter, inner 10 in.; on paper, with circle makers, making the outer 6 in., the inner 5 in. Envelopes, book covers, etc. Mounting sheets.

4. The school garden. Children assist in planning beds and in all calculations involved here, in the developments of germination and growth, and in the results.

5. Objects suggested by Literature or Reading. Story of Three Bears: tables, chairs, beds; Hiawatha: wigwam, canoe, bow and arrows; Eskimos; igloos, sleds, etc.

IV. Games.—One large advantage of games is the opportunity to carry over the number notion and processes into the children's own field of activity beyond the walls of the school-room and the immediate urgency of the teacher. Any game to which a score may be put can be thus used. Children should make and keep their own score-cards in such games as make this practicable. Results should come under review of the teacher. Hints as to rapid and easy combinations in making up scores should be freely given.

As the children, as classes, or individuals, give evidence that they have made abstractions of number facts, they should be led to formulate them, and these formulations should be frequently called for. These need not, will not, and even should not come in any fixed order, but the teacher should make note of them as they come. During the second year—at any rate, during the latter half of it—the pupils should be definitely expected to know:

a. The primary and many secondary facts of addition and multiplication and the correlative facts of subtraction and division.

b. How to count to 100 by 1's, 2's, 10's, 5's, 11's and perhaps by 3's or 4's.

c. How to read numbers by Arabic figures to 100, and by Roman figures such numbers of lessons or pages as occur in books they are using.

d. Much about fractions and their use.

Definite tests should be given to ascertain what they know and exercises should be planned to supply deficiencies. However, the limits given above may be too broad; they are too broad for any class and for any pupil by whom they cannot be reached on the basis laid down above.

In Grades III to VIII, the Werner Arithmetics will be used as the text-books, arranged as follows:

Grade III—Book I, pp. 9-129.

Grade IV—Book I, pp. 129-256.

Grade V—Book II, Part I.

Grade VI—Book II, Part II.

Grade VII—Book III, pp. 7-170, omitting the Geometry.

Grade VIII—Book III, completed, omitting the Geometry, and reviewed.

NOTE:—In using the above series, teachers should keep carefully in mind:—

a. That these books are not only a presentation of the subject-matter of Arithmetic, but more especially a *method* of presentation; that to handle the work properly the teacher must know this method; and that a careful and continual study of prefaces and foot notes is essential to a sufficient teaching knowledge of the grade work.

b. That the method of the book is progressive; hence the teacher must be thoroughly acquainted with the work that precedes and follows that which she is to do.

c. That before a given lesson is assigned, the children should have been prepared for it by previous instruction.

d. That it is not intended in presenting a subject in a given lesson to exhaust the subject, but only to master the given phase as a development of previous lessons on other phases.

e. That the decimal arrangement of the book is intended to facilitate carrying out these suggestions and maintaining the unity of the general subject of Arithmetic.

References: Dewey's Psychology of Number; McMurry: Regulatives.

INVENTIONAL GEOMETRY.

In Grades VII and VIII, Inventional Geometry will take the place of Arithmetic one day a week, following the outline of topics given below.

References:—

I. CUBES.

Note. A solid—like sides, called squares, straight edges—same length—corners alike—made by lines meeting straight across; therefore right or square angles.

Construction of cube.—Position of its surfaces if placed out flat.

Problems (inductive).—Number of sides, edges, corners, etc. Relative number, perimeter of surface, area of surface, volume of cube.

Terms developed from cube.—Horizontal surface, parallel surfaces, vertical surfaces, perpendicular surfaces.

Terms developed from surfaces.—Lines, the intersection of surfaces; the boundary of surfaces; shortest distance between two points; path of moving point; kinds of lines, as to position of surfaces—vertical, horizontal, oblique.

Construction.—Straight line:—To bisect a straight line—divide a line into any number of equal parts; erect a perpendicular to a given line at any point; drop a perpendicular to a given line from any point without; draw a line parallel to a given straight line; construct a square (two ways).

Application: Measures of Volumes.

II. PARALLELOPIPED.

Comparison with cube.—In number of surfaces; length of edges; kinds of surfaces represented.

Rectangle.—Area of surface—perimeter; volume of parallelopiped; comparison of surfaces considered thus far (4-sided); classification of all 4-sided surfaces or quadrilaterals.

Parallelograms.—Right angled—rectangles and squares; not right angled,—rhomboid and rhombus.

Trapezoid and trapezium.

Angles represented here not right angles; how named. Acute and obtuse angles; supplementary and complementary angles.

Construction.—Right angle; to bisect an angle; to construct angles of 45 degrees, 22½ degrees; to construct rhombus, rhomboid, etc., one side given; to construct angles of 60 degrees— no proof; to construct angles of 30 degrees, 150 degrees, etc.

Applications.—Diagram of house or granary placed on board, drawn to scale. Find perimeter of each room. Find wall surface of each room; floor surface of each room. Find cost of carpeting each room; of papering each room; of plastering each room; of excavating for cellar; of building foundation. If building be a granary find capacity in bushels of room A, etc. If room be a cistern, find its capacity in gallons, in barrels.

III. PRISM.

Meaning of term.

Parts; bases, lateral faces.

Named according to shape of bases. If three-sided bases, triangular.

Kinds of triangles as to length of sides—equilateral, isosceles, scalene.

Review of triangles illustrated in each:—parts of the angle; explain protractor; estimate and prove the size of different angles in the triangular base of prisms.

Construction of prisms, of different bases.

Computing the area of the surface in the prism—area of triangle found by experiment.

Construction of triangles with protractor and ruler.

Construction of triangles, given two sides, angle of 45 degrees.

Construction of triangles, given one side and two adjacent angles.

Construction of perpendiculars from middle points of triangles.

Dropping perpendiculars from vertices of triangles; lines meet at a common point. Illustrate that angles of a triangle equal two right angles.

Problems—Given one angle of an isosceles triangle to find others, etc.

IV. SOLIDS HAVING CURVED SURFACES—CYLINDER.

Surfaces: two parallel plane surfaces, one curved surface.

Construction of cylinder—compare with prisms, bases, sides.

Base of cylinder, a circle.

Definition of circle. Parts—center, circumference, radius, diameter, arc, chord.

Comparison of diameter and circumference (inductively).

Comparison of circle and square; relative area of the two.

Area of curved surface of cylinder. Volume of cylinder.

Applications—Measurements of cisterns, barrels, casks, bottles, cylindrical tin vessels, drain tiles, etc.

V. SPHERE.

Surface, everywhere curved.

New terms in connection with sphere:—great and small circles, poles.

Compare with earth. Terms:—hemispheres, circles, tropics, longitude, latitude.

NATURE STUDY.

This work is under the direction of various members of the faculty. Outlines are prepared week by week and given to student-teachers in regular teachers' meetings. The specific topics, however, are in the experimental stage and not sufficiently developed for publication.

This work is observational and experimental in character and is directed to knowing the environment, to elucidating and enriching other lines of work, and to showing the practical bearing of scientific knowledge on the conditions of living and on commercial and industrial processes. In the upper grades, the biological elements are somewhat developed as systematic Botany and Zoology.

In all grades, appropriate attention is given to Physiology and instruction as to the effects of alcohol, tobacco, and narcotic poisons.

MUSIC AND DRAWING.

These branches are under the control and direction of special supervisors, by whom the plans, general and detailed, are projected and carried out. This work is as yet too new in the schools to permit the formulation of a settled course.

STUDENT TEACHERS, 1902-1903.

One "class credit" is given for teaching one hour a day for a term; "room credits" are given for the care of a room for a half day for a term.

NAME.	CLASS CREDITS.	ROOM CREDITS	NAME.	CLASS CREDITS	ROOM CREDITS.
Ackert, J. E.		4½	Conley, C. C.	2	3
Adams, May	2		Cornell, Noah	1	
Alley, Mary	1½		Coultas, Ethel		4½
Alsterlund, Mabel	1	1½	Crapser, Jessamine	3½	
Althouse, Homer	1		Crawford, Blanche	3	2
Anderson, Edna L.	2	2½	Cunniff, Emma	2	1
Austin, Ruth	2		(Supervision.)		
Baie, Tillie	1		Cusator, Mary	2	
Baird, Grace		4½	Davis, Alice	1	
Banker, Grace	2		Dawson, Dorothy	1	7½
Baradell, Albert E.		2	Dearborn, Lydia	1	
Bardmas, Alice	2	4½	Dewey, Jessie	1	
Barnsback, Birdie		2	Ditch, Anna	1	
Beelman, Bessie	1		Dore, Catherine	1	5½
Benedict, Mrs. Cora		4½	Dougherty, Nellie	1	
Blackman, Ruth	1		Dow, Anna L.	1	
Blackwell, Lorena	1	5	Dowdall, Leonora	1	3
Brainard, Ethelyn	1		Eakin, Edna	½	
Brezer, Mollie	1		Egler, Ettie		6
Brown, Mrs. Ellen	1½		Eilenberger, Eleanora	1	2
Brumbaugh, Vera C.	3	3	Elliott, Anna		5½
Bryant, Ethel	1½		Ells, Elma	1	
Byers, Grace	½	2½	Ely, Ruth	2	
Carolus, Edith		5	Engstrom, Signe	1	
Chena, Marie	1	2	Etling, Emma	3½	5
Christie, Frances	1		Ewers, Ida Josephine		3
Clark, Myrtle	1	3	Fahrney, Florence	2	
Clifford, Jean		6½	Fitzgerald, Maye	3	3
Coburn, Golda	1	5½	Florence, Louise	3	
Cockfield, Mabel	3	3	Fuller, Mary E.	2	
Collins, Cassie	1		Garretson, Alice I.	1	4½
Colton, Grace	1		Givens, Sanford	3	2

NAME	CLASS CREDITS	ROOM CREDITS
Glover, Bertha		5½
Goble, Viola		4
Green, Alice		6
Greenlee, Margaret	2	2
Grimes, Madge		3½
Grimwood, Ada	2	
Gross, Lena	2	2
Grove, Gertrude	1	3
Haight, Irene	1	
Halsne, Hannah		3
Harvey, Bertha	2	5½
Havens, Florence	1½	
Hayes, Mrs. K.	2	
Heald, Anna	1	4½
Heath, Grace	2	
Hendricks, Anna	1	3
Heuman, Edith	3	3
Hickey, Margaret	1	6
Hogan, Loreto	3½	
Houser, Grace	2	
Iler, Verna	4	
Isaacson, Huldah	2½	4½
Johnson, Esther	1	
Johnson, Lydia	1	3
Johnson, Mattie		2
Jordan, Belle	½	
Keeler, Fred (Supervision.)	3	6
Kiehle, Shirley		4½
Kingsbury, Mrs.		4½
Kitson, Ethel	1	
Koehler, Elsa	2½	
Kruse, Anna	5	
Lantz, Esther	1½	
Larson, Mathilda	3	
Latham, Henrietta	1	4
Leach, Bessie	1½	5
Lotz, Cora S.	2	
Louch, Evelyn	2	
Lucas, Paul	3½	
Mallin, Winifred	3	3
Mann, Jessie	1	3
Mason, Anna E.	2	
Marshall, Jeanie		4½
Martin, Cora	1	
McClelland, Katherine	1	
McCormick, Julia	1	
McCormick, Martha	1	
McEwan, Frances	2	2
McIntyre, Grace		2½
McLean, Addie (Supervision.)	4	
McLean, Sarah		2
Meese, Maude	2	
Mercer, Maude	2½	
Mitchell, Maude	1	
Mombleau, Nellie		9
Morris, Josephine	1	3
Murra, Fim	2	
Myers, Jessie	2	
Nash, Ellen	1	3
O'Hare, Sadie		4½
Paulsen, Charlotte	1	7
Paulsen, Lilian	1	6
Pepper, Homer	1	
Perrot, Linna	2	
Peterson, Jennie		3
Pfrangle, Jessie		3½
Plummer, Ruth	1	
Pohl, Minnie	2	2
Polhemus, Georgia		2½
Pratt, Florence		7
Puffer, Hal E	1	4
Randall, Claude	2½	4
Randall, Roberta		2
Redeker, Ella A.	2½	3
Reese, Flora A.	½	
Reed, Myrtle	2½	3
Revell, Alice	1	3
Richardson, Alice	1½	
Robbie, Mary S.		2
Robson, Julia Louise	4	
Ross, Hilma	1	3
Ross, Viola	3	
Roth, Lillie M.	1	
Rovelstad, Gudrun	3	
Sanford, Grace	1	
Scharschug, Florence	4½	
Schneider, Emma	3	3
Scott, Lola	½	

NAME.	CLASS CREDITS	ROOM CREDITS.
Scott, Maude		9
Selliken, Manda	5	
Senneff, Bertha	1	
Skinner, Lillian		8
Smith, Clara		4½
Smith, Rose	1	
Spring, Nellie (Supervision.)	6	
Stanton, Martha		5½
Stetzler, Loyd	1	4½
Stevenson, Blanche	2	
Stewart, Inez	2	2½
Talbot, Mary	1½	
Tallmadge, Alice		5
Tazewell, Edna		7½
Titus, Ada	1	
Thornton, Bessie	4	2
Troxell, Eleanor		3
Truax, Eugene	2	
Truesdell, Irene	2	
Two, Florence	3	
Van Epps, Ida	2	4½
Vatter, Rosa	1	
Wahl, Lydia		6
Waterbury, Hattie	2½	
Way, Flora	1	
Wetzell, Elsie	1	
Wheaton, Elsie		4½
White, Bertha	2	
Wilber, Ellen	1	
Wilmington, Arthur	1½	3
Wilson, Abbie	1	1½
Wilson, Mary	1	3
Wilson, Sarah		3½
Wiltse, John (Supervision.)	3	
Winne, Mrs. Mattie	2	4
Yenerich, Bertha	1	
Young, Grace	1	2½
Zimmer, Genevieve	2	
Zoller, Florence	2½	

STUDENTS.

I. Special Students.

NAME.	COUNTY.	TOWN.
Blackman, Ruth Ellen	Ogle	Rochelle
Brant, Mary Kathryn		Frankfort, Ind.
Conley, Charles Clarence	Winnebago	Rockford
Dearborn, Lydia Willard	Kane	St. Charles
Ditch, Anna	Ogle	Polo
Harvey, Bertha Lorraine	DeKalb	Sycamore
Smith, Etha Rose	DeKalb	Sycamore

II. Seniors.

NAME.	COUNTY.	TOWN.
Ackert, James Edward	Lee	Dixon
Baird, Grace Jean	DeKalb	DeKalb
Benedict, Mrs. Cora Taylor	Kane	Elgin
Brainard, Ethelyn	Cook	Chicago
Clifford, Jean Margaret	Kane	Elgin
Coburn, Golda	Kane	Elgin
Crapser, Jessamine	DeKalb	Shabbona
Cunniff, Emma Catharine	Whiteside	Sterling

NAME	COUNTY.	TOWN.
Doré, Catharine Marie	Cook	Chicago
Dowdall, Leonora Emily	DeKalb	DeKalb
Elliott, Anna Gertrude	Cook	Chicago
Etling, Emma Irene	JoDaviess	Warren
Garretson, Alice Irene	DeKalb	DeKalb
Glover, Bertha Rodney	LaSalle	Ottawa
Goble, Viola	Lee	Pawpaw
Greenlee, Margaret	Winnebago	Argyle
Grimes, Effie Madge	Kane	Batavia
Gross, Lena	LaSalle	Serena
Grove, Gertrude	Lee	Dixon
Hausen, Henry Warren	Lee	Franklin Grove
Hayes, Mrs. Katharine T.	Whiteside	Sterling
Heald, Anna N.	LaSalle	Marseilles
Heuman, Edith Elizabeth	Kane	Elgin
Hogan, Loreto A.	LaSalle	Seneca
Isaacson, Huldah Christine	Kane	LaFox
Johnson, Mattie B.	DeKalb	DeKalb
Keeler, Fred Crosby	Boone	Belvidere
Kiehle, Shirley	Lake	Waukegan
Kruse, Anna Catharyne	Rock Island	Andalusia
Leach, Bessie Elizabeth	Kane	Elgin
Lucas, Paul Jackson	Boone	Belvidere
McLean, Addie Lucinda	Kane	Batavia
Mallin, Winnie Louise	Cook	Oak Park
Marshall, Jeanie Morrison	Kane	Wasco
Murra, Fim	DeKalb	DeKalb
O'Hare, Sadie Madora	Whiteside	Sterling
Paulsen, Charlotte	Cook	Chicago
Paulsen, Lilian	Cook	Chicago
Pohl, Minnie Henrietta	Boone	Belvidere
Pratt, Florence Marian	DeKalb	Sycamore
Puffer, Hal Everest	Boone	Capron
Robbie, Mary Smith	Kane	Aurora
Spring, Nellie	Marion	Centralia
Stanton, Martha Cecelia	Kane	Batavia
Stetzler, Loyd Livingstone	Stark	Duncan
Tallmadge, Alice Lavonia	Ogle	Oregon
Tazewell, Edna May	DeKalb	Kingston
Thornton, Bessie Adella	Winnebago	Rockford
VanEpps, Ida Maude	Boone	Belvidere
Wheaton, Elsie M.	Livingston	Saunemin
Wilson, Abbie Jean	Kane	St. Charles
Wilson, Mary Mariva	Cook	Chicago
Winne, Mrs. Mattie Kimball	Cook	Evanston

III. Students Who Have Finished One Year's Work or More in the Two-Year Course.

NAME.	COUNTY.	TOWN.
Adams, Nida May	Whiteside	Sterling
Alley, Mary		Colo Spgs, Colo.
Althouse, Homer Dwight	Ogle	Oregon
Baie, Tillie Cara	DeKalb	Hinckley
Banker, Grace Lillian	Kane	Aurora
Beinlich, Bernhard August	Cook	Barrington
Blackwell, Lorena	Kane	Aurora
Britton, Elsie Mabel	Kane	Elgin
Brumbaugh, Vera C	Rock Island	Moline
Bryant, Ethel Frank	DeKalb	Malta
Byers, Grace Ione	Kendall	Plano
Chena, Marie	Boone	Belvidere
Cockfield, Mabel	Kane	Aurora
Davis, Alice Louise	Kane	St. Charles
Dawson, Dorothy J	Kane	Aurora
Eakin, Edna Verlina	Kane	Elgin
Egler, Ettie Ernestine	Kane	Elgin
Ely, Ruth Torrey	Cook	Morgan Park
Fitzgerald, Maye Belle	Kendall	Bristol
Florence, Louise Marie	Kane	Aurora
Hendricks, Anna	Whiteside	Morrison
Henning, Isabelle Valentine	Kendall	Plano
Iler, Verna Mae	Ogle	Egan
Johnson, Lydia V	Kane	Aurora
Kitson, Ethel Viola Ann	Lake	Barrington
Latham, Henrietta	DeKalb	Sandwich
McIntyre, Grace	Cook	Chicago
McLean, Sarah	Kane	Geneva
Mason, Anna E	Kane	Elgin
Mombleau, Nellie	Kane	Aurora
Morris, Mary Josephine	Ogle	Rochelle
Nash, Ellen Grafton		Clinton, Missouri
Peterson, Mary Elizabeth	DeKalb	Sycamore
Pfrangle, Jessie Jean	Kane	Aurora
Redeker, Ella Augusta	Kane	Elgin
Richardson, Alice Mary	Kane	Elgin
Robson, Julia Louise	LaSalle	Ottawa
Ross, Hilma L	Cook	Chicago
Scharschug, Florence	Kane	Aurora
Schneider, Emma Dorothea	Cook	Chicago
Scott, Maud Emily	Livingston	Pontiac
Selliken, Manda A	Cook	Chicago
Skinner, Lillian J	Kane	Elgin

NAME.	COUNTY.	TOWN.
Talbot, Mary Helen	Will	Joliet
Tearney, Orville Addison	Cook	Elsdon
Truax, Eugene Allison	McHenry	Crystal Lake
Wahl, Lydia Ann	Whiteside	Sterling
Waterbury, Hattie B	Ogle	Polo
Young, Grace May	Kane	Hampshire

IV. STUDENTS WHO HAVE FINISHED TWO TERMS' WORK, BUT NOT THREE, IN THE TWO-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Alsterlund, Mabel	Rock Island	Moline
Anderson, Edna Louise	Rock Island	Rock Island
Brown, Mrs. Clara Ellen	Whiteside	Rock Falls
Carolus, Edith Marie	Whiteside	Sterling
Clark, Myrtle Viola	Stephenson	Freeport
Crawford, Blanche	Kane	Aurora
Cusator, Mary Elizabeth		Windsor, N. D.
Engstrom, Signe Josephine	Rock Island	Moline
Gilpatrick, Emily Lena	Kendall	Plano
Goble, Edith Lillian	Lee	Pawpaw
Grimwood, Ada	Kendall	Bristol
Hickey, Margaret Frances	Winnebago	Rockford
Koehler, Elsa Irene	Rock Island	Rock Island
Larson, Mathilda	Kane	Batavia
Lotz, Cora S	Kane	Aurora
McEwan, Frances Richard	McHenry	Woodstock
Meese, Maude Buxton	Rock Island	Moline
Mercer, Maude M	Kane	Aurora
Mitchell, Maude	Livingston	Saunemin
Nichols, Marvin	Kendall	Yorkville
Plummer, Ruth	DuPage	Hinsdale
Quinn, Alice Sabina	Kane	Batavia
Ross, Viola Sara	Rock Island	Moline
Roth, Lillie May	Rock Island	Rock Island
Rovelstad, Gudrun	Kane	Elgin
Stevenson, Blanche Augusta	McHenry	Woodstock
Wetzell, Emma Elsie	Whiteside	Sterling
Wilber, Ellen Frances	Kane	Aurora
Zimmer, Genevieve Florence	Rock Island	Rock Island
Zoller, Florence Edna	Winnebago	Rockford

V. STUDENTS WHO HAVE COMPLETED LESS THAN TWO TERMS' WORK IN THE TWO-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Arbuckle, Phil	DeKalb	Kingston
Austin, Ruth E.	Cook	Chicago
Christie, Frances Hood	Kane	Elgin
Dewey, Mabel	DeKalb	DeKalb
Eades, Cora B.	LaSalle	Streator
Flinn, Clara A.	DeKalb	DeKalb
Holdridge, Mrs. Ella Bowie	Henry	Annawan
Johnson, Esther Nellie	Rock Island	Moline
Keister, Berton S.	Stephenson	Kent
McClelland, Katherine Ellis	Will	Joliet
Perrot, Linna May	LaSalle	Ottawa
Sanford, Grace M.	Rock Island	Moline
Scott, Lemira Lola	Marion	Centralia
Stewart, Inez Margaret	Stephenson	Freeport
Titus, Marion Ada	Boone	Belvidere
Truesdell, Irene	Stephenson	Freeport
VanHorne, Della	Kankakee	Grant Park
Weston, Rosalie Manley	Kane	Geneva

VI. STUDENTS WHO HAVE COMPLETED TWO YEARS' WORK OR MORE IN THE THREE-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Bardmas, Dora Alice		Boise City, Idaho
Barnsback, Birdie	Madison	Edwardsville
Givens, George Sanford	DeKalb	DeKalb
Kingsbury, Mrs. Stella E.	LaSalle	Mendota
McCleary, Lepha Gertrude	Carroll	Fairhaven
Mann, Jessie Rebecca	LaSalle	Earlville
Nicholson, Marguerite M.	DeKalb	Shabbona
Ritzman, Floyd Royston	Stephenson	Orangeville
Smith, Clara Belle	McDonough	Macomb
Vatter, Rose Albertine	Will	Monee
*Wiltse, John	DeKalb	Cortland

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*Suspended.

VII. STUDENTS WHO HAVE COMPLETED ONE YEAR'S WORK OR MORE, BUT NOT TWO YEARS, IN THE THREE-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Barradell, Albert Edward	Whiteside	Prophetstown
Brezer, Mollie Christina	Boone	Belvidere
Collins, Cassie Sarah	Kendall	Oswego

NAME.	COUNTY.	TOWN.
Colton, Grace Louise	DeKalb	Waterman
Cornell, Noah Pike	Kane	Sugar Grove
Coultas, Ethel Mary	DeKalb	Malta
Eilenberger, Eleanora Johanna	DuPage	Glen Ellyn
Ells, Elma Florence	DeKalb	Sycamore
Ewers, Ida Josephine	Whiteside	Fenton
Fahrney, Florence K.	Kane	Geneva
Fuller, Mary Ella	LaSalle	Sheridan
Gibbs, Mildred Emma	DeKalb	Kingston
Govig, Nels P.	Ogle	Creston
Green, Alice Eleanor	Grundy	Gardner
Haight, Irene Grace	DeKalb	Sycamore
Halsne, E. Hannah	Ogle	Creston
Havens, Florence Glee	DeKalb	Cortland
Heath, Grace M.	McHenry	Union
Houser, Grace Lorena	Stephenson	Lena
Kleckner, Bertha Diana	Stephenson	Damascus
Lyons, Michael	Kane	Elburn
McCormick, Julia	DeKalb	Shabbona
McCormick, Martha	DeKalb	Shabbona
Martin, Cora Antoinette	DuPage	West Chicago
Peebles, Edith Austin		Appleton, Wis.
Pepper, Homer W.	Ogle	Davis Junction
Perry, Myrtle Belle	Kankakee	St. Anne
Polhemus, Georgia	DuPage	Naperville
Randall, Claude W.	DeKalb	DeKalb
Reed, Myrtle A.	Lake	North Chicago
Rode, Marcia Byrne	Cook	Chicago
Senneff, Bertha Adella	Carroll	Fairhaven
Shortell, Dan E.	Henry	Kewanee
Troxell, Eleanor	Cook	Evanston
Two, Florence Stella	Winnebago	Winnebago
Ward, Lula G.	McLean	Bellflower
West, Dorothy Rebecca	Cook	Chicago
White, Bertha Elnora	Kane	Elburn

VIII. STUDENTS WHO HAVE COMPLETED LESS THAN A YEAR'S WORK IN THE THREE-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Ames, Philip	Lake	Prairie View
Anderson, Ernest Albin	DeKalb	DeKalb
Anderson, Omer Clarence	Kendall	Newark
Austin, Maude Claire	DeKalb	Sycamore
Barber, Carrie Erva	Ogle	Rochelle

NAME	COUNTY.	TOWN.
Barr, Gertrude Pearle	Will	Braidwood
Beelman, Bessie	DeKalb	Somonauk
Beiler, Martha D	DeKalb	DeKalb
Blackman, Ellabel	Ogle	Rochelle
Burkhart, Laura Belle	Kendall	Oswego
Carroll, Jessie	Winnebago	Rockford
Christian, Elizabeth	DeKalb	Sycamore
Coleman, Margaret	DeKalb	Malta
Confer, Edgar	Ogle	Lindenwood
Dewey, Jessie Myra	DeKalb	Somonauk
Dewey, Tressa Eugenia	Bureau	Spring Valley
Dole, Clara Irene	DeKalb	Earlville
Dougherty, Nellie	DeKalb	Sycamore
Dow, Anna Louise	Kane	Hampshire
Duffey, Anna Fox	DeKalb	DeKalb
Dunn, Bessie Moore	McLean	Bellflower
Farr, Alvin	Livingston	Saunemin
Flynn, Elizabeth Sarah	Boone	Capron
Grover, Millie Frances	Boone	Herbert
Hardacre, George Yates	LaSalle	Troy Grove
Hart, Mayme Monica	DeKalb	Malta
Hart, Rose Anna	DeKalb	Malta
Heitter, Martin Luther	Stephenson	Eleroy
Humiston, Marcia	Kane	Big Rock
Jordan, M. Bell	Champaign	Savoy
Kirk, Adella Berryl	DeKalb	Genoa
Klemer, Loretta May	Bureau	Arlington
Koch, Clara Louise	Stephenson	Pearl City
Lantz, Esther Sophia	Winnebago	Cherry Valley
Ledford, Denton	Saline	Harrisburg
Louch, Evelyn	Grundy	Gardner
Morris, Lotta Alethe	DeKalb	Sycamore
Myers, Jessie Alfretta	Winnebago	Winnebago
Neill, Jennette Roxy	Bureau	Arlington
Nelson, Edythe Evangeline	Winnebago	Roscoe
Perry, Hazel Dell	Kankakee	St. Anne
Randall, Roberta Evelyn	Ogle	Rochelle
Reese, Flora Almira	Ogle	Creston
Revell, Alice	Ogle	Stillman Valley
Ryan, Jane Magdalen	Kane	Maple Park
Scott, Lillibelle	Marion	Centralia
Seal, Olive	Ogle	Lindenwood
Smith, Grace May	DeKalb	Lee
Turnure, Maude Inez	Winnebago	Rockford
Vining, Bertha Agnes	Kankakee	Kankakee

NAME.	COUNTY.	TOWN.
Way, Flora	Ogle	Kings
Willrett, Grace Malinda	DeKalb	Malta
Wilmington, Arthur Guy	McHenry	Nunda
Wilson, Anna	Lee	Lee
Wilson, Sarah May	DeKalb	DeKalb
Yenerich, Bertha Mabel	LaSalle	Meriden

IX. Students Who Have Completed One Year's Work or More in the Four-Year Course.

NAME.	COUNTY.	TOWN.
Patten, Sarah Elizabeth	DeKalb	Sandwich
Stetzler, Edwin S	Stark	Duncan
Tazewell, Zada Z	DeKalb	Kingston

X. Students Who Have Completed Less Than One Year's Work in the Four-Year Course.

NAME.	COUNTY.	TOWN.
Farrell, Florence May	Will	Lockport
Shea, John Franklin Edmond	LaSalle	Dimmick

Students Who Attended The Summer Term, June 22 to July 31, 1903.

NAME.	COUNTY.	TOWN.
Ackert, James E	Lee	Dixon.
Adams, Georgia K	Lake	Waukegan.
Albert, Mary	Jo Daviess	Galena.
Alley, Mary		Colo. Spgs, Colo.
Andereck, Daisy	Kankakee	Kankakee.
Arvidson, Esther	Winnebago	Rockford.
Ashburn, Hilda		Sharon, Wis.
Ashburn, Roselle		Sharon, Wis.
Aspland, Kittie	Winnebago	Rockford.
Atkinson, Zillah	Winnebago	Rockford.
Austin, Ruth E	Cook	Chicago.
Baird, Grace J	DeKalb	DeKalb.
Baker, Georgia M	Bureau	Tiskilwa.
Bardmas, Dora Alice		Boise City, Idaho.
Barnsback, Birdie M	Madison	Edwardsville.
Barradell, Albert Edward	Whiteside	Prophetstown.
Barts, Della A	Lake	North Chicago.
Bassett, Katie	DeKalb	Kingston.
Bauman, Emma	LaSalle	Mendota.
Bennett, Alice	Livingston	Fairbury.
Benson, Maude	DeKalb	Kingston.

NAME.	COUNTY.	TOWN.
Berry, I. P.	Kendall	Platteville.
Beyer, Ida A.	Bureau	Tiskilwa.
Biggs, Laurel	DeKalb	Kingston.
Bishop, Maude E.	Lee	Dixon.
Black, Mae	Winnebago	Latham Park.
Blackman, Ellabel	Ogle	Rochelle.
Boomer, Ida M.	Winnebago	Durand.
Bouton, Mary E.	Winnebago	Pecatonica.
Boyle, Agnes	LaSalle	Mendota.
Brannen, Clara	LaSalle	LaSalle.
Brewster, W. H.	Kankakee	Grant Park.
Brezer, Mollie C.	Boone	Belvidere.
Briggs, Elda Gertrude	DeKalb	Cortland.
Buck, Eva M.	Winnebago	Cherry Valley.
Buckland, Zinnia	Winnebago	Rockford.
Burch, Georgia	Winnebago	Elida.
Burgoyne, Blanche	Rock Island	Andalusia.
Burke, Katie	Lee	Lee.
Burritt, Neenah	Winnebago	Rockford.
Buttimer, Miriam	Winnebago	Rockford.
Carey, Kate M.	LaSalle	LaSalle.
Carney, Mabel	LaSalle	Marseilles.
Case, Mabel Esther	Winnebago	Cherry Valley.
Clark, Lizzie F.	Cook	Chicago.
Clover, Pearl	Winnebago	Rockton.
Cody, Hortense	Kane	Aurora.
Cody, Mary Elizabeth	Kane	Aurora.
Coe, Orlena	Whiteside	Morrison.
Collins, Faith A.	Winnebago	Pecatonica.
Colton, Carrie Gertrude	DeKalb	Waterman.
Coman, Tessie M.	DeKalb	Kingston.
Conley, Charles C.	Winnebago	Rockford.
Conover, Docia	DeKalb	Kingston.
Cook, Lela	Boone	Belvidere.
Coon, Blanche	Lake	Waukegan.
Coultas, Ethel M.	DeKalb	Malta.
Craig, Mrs. Abbie Jewett	Winnebago	Shirland.
Crawford, May		Dawson, Neb.
Crooks, Charles H.	Iroquois	Gilman.
Crooks, Helen R.	Iroquois	Gilman.
Cummings, Susie	LaSalle	LaSalle.
Curran, Catharine	Boone	Belvidere.
Damon, S. Edna	Kendall	Oswego.
Davis, Edna	Rock Island	Moline.
Davis, Lottie M.	Whiteside	Erie.

NAME.	COUNTY.	TOWN.
Dearborn, Lydia W	Kane	St. Charles.
Dement, Lorna A	Lee	Dixon.
Derwent, Bertha	Winnebago	Durand.
Dewey, Maggie F	LaSalle	Marseilles.
DeWitt, Bessie A	Winnebago	Rockford.
Dickenson, Edythe N	Kane	Batavia.
Dietmeyer, Alma M	Lake	Waukegan.
Dietrich, Vera	Stephenson	Freeport.
Doan, Effie E	LaSalle	LaSalle.
Dole, Clara I	LaSalle	Earlville.
Dondanville, Lyda	LaSalle	Sheridan.
Donovan, Annie	LaSalle	LaSalle.
Drake, Della	Jo Daviess	Warren.
Dryman, Sadie	Lee	Dixon.
Dundon, Josephine	Whiteside	Rock Falls.
Dunn, Bessie M	McLean	Bellflower.
Eakin, Edna V	Kane	Elgin.
Earle, W. Clifford	DeKalb	DeKalb.
Eccles, Kathryn	Kendall	Yorkville.
Eddy, Alice S	Bureau	Tiskilwa.
Edmondson, E. Cliffe	Henry	Orion.
Erwin, Emma	Winnebago	Pecatonica.
Feeney, Maria	LaSalle	LaSalle.
Fellows, Abbie M		Beloit, Wis.
Fish, Annabel	McHenry	Hebron.
Flath, Lucy M	Lake	Waukegan.
Fletcher, Sabie	Mason	Bath.
Frederick, Martha	Lake	Fremont Center.
Fredrickson, Esther A	Winnebago	Rockford.
Freistat, Mabel R	Rock Island	Rock Island.
Fulkerson, Jessie B	DeKalb	Kingston.
Fulton, Ada M	Lake	Waukegan.
*Gallaher, Emily	Jo Daviess	Apple River.
Garrett, Dorothy	Winnebago	Cherry Valley.
Gault, F. W	Whiteside	Morrison.
Geib, Clara J	LaSalle	LaSalle.
Gibbs, Mildred E	DeKalb	Kingston.
Giberson, William R	Macoupin	Carlinville.
Gilbert, Harriet	Whiteside	Fulton.
Gillies, Mary	McHenry	Woodstock.
Gilpatrick, Emily L	Kendall	Plano.
Gorman, Mary D	Bureau	Tiskilwa.
Gothard, Josephine	Kane	Dundee.
Graff, Essie E	Lee	Franklin Grove.

*Deceased.

NAME.	COUNTY.	TOWN.
Graff, Zella M	Lee	Franklin Grove.
Graham, Susan	DeKalb	Waterman.
Gray, Bessie I	Stephenson	Loran.
Grenlund, Emily C	Winnebago	Rockford.
Grove, Gertrude	Lee	Dixon.
Grube, John H	Jo Daviess	Council Hill.
Grube, Stella D	Jo Daviess	Council Hill.
Gustavson, Hilda M	Winnebago	Rockford.
Haime, Mary M	Winnebago	Rockford.
Hanley, Leonore	LaSalle	LaSalle.
Hanley, May	LaSalle	LaSalle.
Hare, Lizzie	Bureau	Tiskilwa.
Harger, Mary M		Howell, Mich.
Harrington, Diana G	DeKalb	Sycamore.
Hart, Mattie A	DeKalb	Malta.
Hart, Mayme M	DeKalb	Malta.
Hatchitt, Clarence E	Ogle	Adeline.
Hausen, Minnie A	Lee	Franklin Grove.
Hawkinson, Mabel	Ogle	Rochelle.
Hauxhurst, Ella		Phoenix, Ariz.
Hazlet, Ada	Boone	Garden Prairie.
Heid, Bertha	Jo Daviess	Galena.
Heuman, Edith E	Kane	Elgin.
Hinds, Kitty	Stephenson	Winslow.
Hirth, Lillian	Whiteside	Rock Falls.
Hollingshead, Mrs. Emma W	Whiteside	Fulton.
Hopkins, Helen M	Winnebago	Rockton.
Hosking, Effie M	Jo Daviess	Elizabeth.
Hosking, Winnie E	Jo Daviess	Elizabeth.
Hutchins, Florence	Lake	Waukegan.
Jacobs, Elva	Ogle	Adeline.
Jensen, Emma	Bureau	Bureau.
Johnson, Mary	LaSalle	Peru.
Johnson, Ruth M	Kendall	Kendall.
Kasser, Mame O	Kane	Elgin.
Kelling, Lulu B	Winnebago	Rockford.
Kelly, Kathryn H	Will	Joliet.
Kemp, Gracia	Bureau	Sheffield.
Kendall, Florence M	Winnebago	Durand.
King, Winona A	Stephenson	Lena.
Kingsbury, Mrs. Stella E	LaSalle	Mendota.
Kuhn, Cora	Kane	Batavia.
Lambert, Annette	Carroll	Savanna.
Langworthy, Lester R	Stephenson	Davis.
Lantz, Esther S	Winnebago	Cherry Valley.

NAME.	COUNTY.	TOWN.
Leach, Bessie E	Kane	Elgin.
Ledford, Denton	Saline	Harrisburg.
Ledger, Alice L	McHenry	Hebron.
Leu, Margaret	Carroll	Savanna.
Leverton, Anna L	Stephenson	Warren.
Leverton, Nettie R	Stephenson	Warren.
Lillibridge, Fannie G	McHenry	Harvard.
Lindquist, Martha	Boone	Belvidere.
Locke, Sadie E	Winnebago	Seward.
Long, Blanche M	Winnebago	Rockford.
Long, May A	Winnebago	Rockford.
Long, Sara	Winnebago	Rockford.
Lotz, Cora S	Kane	Aurora.
Love, Mary J	Winnebago	Rockford.
Luesing, Louise	Cook	LaGrange.
Lux, Pearl C	Lake	Antioch.
McAllister, Bessie L	Whiteside	Morrison.
McGeachie, Grace N	Winnebago	Rockford.
McGinley, Margaret J	LaSalle	Ottawa.
McGinnis, Rose B	Ogle	Rochelle.
McGonigal, John	Winnebago	Rockton.
McGregor, Elizabeth	Winnebago	Rockford.
McIntyre, Grace	Cook	Chicago.
Mc Murchy, Eva	DeKalb	Malta.
McNulty, May E		Phoenix, Ariz.
Machamer, Bessie	Carroll	Shannon.
Malone, Katherine	Ogle	Myrtle.
Manchester, Mabel L	Kendall	Newark.
Mann, Jessie R	LaSalle	Earlville.
Marshall, Jeanie M	Kane	Wasco.
Martin, Anna E	Stark	Bedford.
Marvin, Florance I	Cook	Chicago.
Mason, Anna E	Kane	Elgin.
Mason, Ida Belle	McHenry	Hebron.
Meckenstock, Emilie	LaSalle	Ottawa.
Mercer, Maude M	Kane	Aurora.
Miles, Helen	Will	Joliet.
Miles, Mary	Will	Joliet.
Miller, Ella E	Carroll	Lanark.
Milner, Ethel L	Boone	Belvidere.
Mitchell, Marion	Carroll	Lanark.
Mix, Annette	DeWitt	Farmer City.
Montgomery, Venus	Grundy	Carbon Hill.
Moorhead, Edith M	DeKalb	DeKalb.
Morris, Mary Josephine	Ogle	Rochelle.

NAME.	COUNTY.	TOWN.
Mowers, Mabel F	DeKalb	DeKalb.
Murray, Jeannette	DeKalb	Sycamore.
Myer, Frances A	Bureau	Princeton.
Nashold, Fred W	Ogle	Monroe Center.
Nelson, Eunice Myrtle	Winnebago	Rockford.
Newsham, Verna	DeKalb	DeKalb.
Nichols, Marvin	Kendall	Yorkville.
Nicolson, Mary	Winnebago	Winnebago.
Nilson, Betty A	Winnebago	Rockford.
Nolan, Josephine L	LaSalle	Mendota.
Nolan, Mary E	LaSalle	Mendota.
Norberg, Marie A	Bureau	Princeton.
O'Kane, Ollye	Ogle	Polo.
Osborne, Emma	LaSalle	Streator.
Parker, Capitola	Kendall	Plano.
Parker, Lulu G		Beloit, Wis.
Patten, Elizabeth M	DeKalb	DeKalb.
Patton, Anna	Cook	Winnetka.
Pearson, Esther E	DeKalb	Kirkland.
Pease, Bertha M	Kane	Geneva.
Pepper, Homer W	Ogle	Davis Junction.
Perry, Alice J	Livingston	Dwight.
Peterson, Nellie	DeKalb	Kingston.
Pienkowsky, Florence B	Lake	Waukegan.
Porter, Alta G	Henry	Atkinson.
Porter, Vivian W	Henry	Atkinson.
Poulsen, Kirsten	Cook	Chicago.
Powers, Mamie	DeKalb	Charter Grove.
Prine, Mary E	Kane	Aurora.
Quinn, Alice S	Kane	Batavia.
Randolph, Della	Lee	Dixon.
Reed, Florence E	Whiteside	Sterling.
Reeser, Emmert M	Stephenson	Lena.
Reinhart, Anna	Bureau	Spring Valley.
Reynolds, Anna	Woodford	Eureka.
Rice, Mattie E	Ogle	Paines Point.
Richardson, Alice M	Kane	Elgin.
Richardson, Cora I	Boone	Belvidere.
Richardson, Dudley	Boone	Belvidere.
Richardson, Frances	Ogle	Monroe Center.
Richison, Willard E	Iroquois	Iroquois.
Robertson, Genevieve A	LaSalle	Sheridan.
Roemer, Adeline A	Lake	Waukegan.
Rocheleau, George A	Cook	Chicago.
Roff, Jessie E	Kane	Batavia.

NAME	COUNTY.	TOWN.
Rogers, John E	Jo Daviess	Scales Mound.
Roth, Lillie M	Rock Island	Rock Island.
Rowley, Edith	DeKalb	Sycamore.
Rowley, Lizzie	DeKalb	Sycamore.
Royer, Helena H	Stephenson	Freeport.
Rummel, Anna E	Jo Daviess	Scales Mound.
Schell, Harmon F	Will	Lockport.
Scherrer, Josephine	Boone	Belvidere.
Seger, Clara M	Kane	Big Rock.
Seitzberg, Mabel	Carroll	Savanna.
Shea, John F. E	LaSalle	Dimmick.
Shea, Margaret G	LaSalle	Dimmick.
Sheahan, Elizabeth	Winnebago	Winnebago.
Shiley, Joanna	Whiteside	Sterling.
Small, Birdie	McHenry	Ringwood.
Smith, Clara B	McDonough	Macomb.
Snyder, Nina F	Winnebago	Rockford.
Stanley, Bertha C	Ogle	Forreston.
Stanley, Nettie M	Ogle	Forreston.
Steele, Margaret	Bureau	Spring Valley.
Stevens, Agnes M	McHenry	Ringwood.
Stichter, Katherine	Whiteside	Fulton.
Storey, Mary Alice	Whiteside	Morrison.
Stratford, Harriet	Ogle	Rochelle.
Stromquist, May	Ogle	Stillman Valley.
Sullivan, Ada A	Ogle	Rochelle.
Sullivan, Elizabeth M	Winnebago	Rockford.
Sweeney, Kathryn R	McHenry	Harvard.
Sweeney, Lena M	McHenry	Woodstock.
Swinehamer, Mabel	Kane	St. Charles.
Talbot, Mary Helen	Will	Joliet.
Taylor, Elizabeth	Whiteside	Morrison.
Tazewell, Zada Z	DeKalb	Kingston.
Tearney, Orville A	Cook	Elsdon.
Thomas, Sue J	Lee	Pawpaw.
Thompson, Eva J	McHenry	Woodstock.
Timmerman, Bernice M	Whiteside	Erie.
Trafzer, John W	Stephenson	Winslow.
Troxell, Eleanor	Cook	Evanston.
Vatter, Rose A	Will	Monee.
Ward, Lula G	McLean	Bellflower.
Waterbury, Hattie B	Ogle	Polo.
Waterman, Lura	DeKalb	Sycamore.
Waters, Jessie M	Lee	Dixon.
Webb, Augusta A	Bureau	Buda.

NAME.	COUNTY.	TOWN.
Weisenburger, Jennie	Bureau	Ladd.
Welch, Grace G	Lake	Rosecrans.
West, Dorothy R	Cook	Chicago.
West, Luella	DeKalb	DeKalb.
Westervelt, Lettie	Bureau	Buda.
Wetzell, E. Elsie	Whiteside	Sterling.
Wheelwright, Gertrude	Woodford	Roanoke.
Wichman, Hannah	Stephenson	Damascus.
Wiggins, Hattie M	Whiteside	Erie.
Williams, Hattie	Jo Daviess	Warren.
Williams, Jennie		Bedford, Iowa.
Willmarth, Mamie	DeKalb	Sycamore.
Wilmot, Edna G	Lake	Waukegan.
Winans, Ada	Rock Island	Hampton.
Wing, Alliston G	Kendall	Newark.
Winne, Mrs. Mattie K	Cook	Evanston.
Witter, Nina	Boone	Belvidere.
Worsley, Maud E	Kendall	Newark.
Wright, Clark G	Stephenson	Winslow.
Wright, Ralph	Winnebago	Pecatonica.
Yeomans, Louise	Lake	Waukegan.

SUMMARY OF ATTENDANCE.

Specials	7		
Seniors	53		
Two-year course	97		
Three-year course	105		
Four-year course	5		
Total		267	
Summer term		311	
		578	
Counted twice		49	
		529	
Summer Institute, July 20 to 24		177	
Total			706
Counted twice			29
			677

PRACTICE SCHOOL.

In Normal Building.

First grade	13		
Second grade	31		
Third grade	29		
Fourth grade	25		
Fifth grade	31		
Sixth grade	60		
Seventh grade	47		
Eighth grade	40		
		276	276
Total in Normal building			953

In North School.

First grade	77	
Second grade	57	
Third grade	64	
Fourth grade	64	
Fifth grade	51	
		313

In East School.

First grade	29	
Second grade	39	
Third grade	51	
Fourth grade	18	
Fifth grade	46	
		183

In South School.

First grade	59	
Second grade	46	
Third grade	40	
Fourth grade	62	
Fifth grade	56	
Sixth grade	53	
Seventh grade	40	
Eighth grade	40	
		396
Total Practice School		1168

COUNTIES REPRESENTED—35.

Boone.
Bureau.
Carroll.
Champaign.
Cook.
DeKalb.
DeWitt.
DuPage.
Grundy.
Henry.
Iroquois.
JoDaviess.
Kane.
Kankakee.
Kendall.
Lake.
LaSalle.
Lee.
Livingston.
McDonough.
McHenry.
McLean.
Macoupin.
Madison.
Marion.
Mason.
Ogle.
Rock Island.
Saline.
Stark.
Stephenson.
Whiteside.
Will.
Winnebago.
Woodford.
(Arizona).
(Colorado).
(Idaho).
(Indiana).
(Iowa).
(Michigan).
(Missouri).
(Nebraska).
(North Dakota).
(Wisconsin).

Attendance for first term	233
Attendance for second term	229
Attendance for third term	227

ALUMNI REGISTER.

CLASS OF 1900.

1. Bertram, Jennie Campbell, Bristol, Ill. 2 years.
2. Bush, Minnie M., Francesville, Ind. 2 years.
3. Chamberlain, Linnie, Tampico, Ill. 3 years.
4. Clark, Samuel C., University of Illinois, Champaign, Ill. 3 years.
5. Flentje, Lewis Edwin, Principal Public Schools, Garden Prairie, Ill. 2 years.
6. Gallagher, Margaret Anne, Sterling, Ill. 3 years.
7. Hamel, Cecelia, Evanston Ill. 3 years.
8. Hamm, Eva Grace, Sterling, Ill. 2 years.
9. Hausen, Minnie Adella, Franklin Grove, Ill. 3 years.
10. Johnston, J. Winnifred, Chicago Heights, Ill. 3 years.
11. McCrea, Ida H., Sterling, Ill. 2 years.
12. Martin, Lida Chenoweth, Decatur, Ill. 3 years.
13. Mitchell, Elizabeth J. H., Berwyn, Ill. 3 years.
14. Mize, Addison Roy, Principal Public Schools, Stillman Valley, Ill. 3 years.
15. Shipman, Mary (Patten), DeKalb, Ill. 2½ years.
16. Sweeny, Joanna R., Harvey, Ill. 2 years.

CLASS OF 1901.

17. Baker, Lou, graduated University of Illinois, 1903.
18. Banks, Eleanor Hannah, Elgin, Ill. 2 years.
19. Bennett, Frank LuVerne, Clinton, Iowa, Scranton Correspondence School. 1 year.
20. Beverley, Rhoda May, Aurora, Ill. 2 years.
21. Brock, Agnes Cecelia, Batavia, Ill. 2 years.
22. Carpenter, Bertha Ella, Plano, Ill. 2 years.
23. Cornell, Edward Mayberry, student University of Chicago. 1 year.
24. Crosby, Alice, teacher of English, High School, DeKalb, Ill. 1 year.
25. Daehler, Maria Elizabeth, Oakville, Ill. 2 years.
26. DeYoung, Richard Gerrit, South Holland, Ill. 2 years.
27. Doolittle, Elnora Angeline, Melrose Park, Ill. 2 years.
28. Duffey, Margaret Laura, DeKalb, Ill. 2 years.
29. Dunning, Jessie, Aurora, Ill.
30. Ekdahl, Nellie, Lanark, Ill. 2 years.
31. Ferris, Birdie Xaripha, Sterling, Ill. 2 years.
32. Gagin, Mary Isabel, Sterling, Ill. 2 years.
33. Gilpatrick, Mabel Ethel, Savanna, Ill. 2 years.
34. Greenough, Charles Weston, principal Public schools, Durand, Ill. 2 years.
35. Hamm, Mary Helen, Sterling, Ill. 2 years.
36. Hatch, Hattie Estelle, Evanston, Ill. 2 years.
37. Hatch, Rose Louise, LaGrange, Ill. 2 years.

38. Hennings, Stella Alice, Niles Center, Ill. 2 years.
39. Herndon, Lena, Lanark, Ill. 2 years.
40. Huber, Crescenta, Malta, Ill. 2 years.
41. Bennett, Estella (Jordan), Clinton, Iowa. 2 years.
42. Lascelles, Ida Belle, Evanston, Ill. 2 years.
43. Lee, Eva Grace, Evanston, Ill. 2 years.
44. Lloyd, William Riley, student Business College, Chicago. 1 year.
45. Lowman, Charles Elliott, principal Public Schools, North Northfield, Ill. 2 years.
46. MacMillan, Helen, Evanston, Ill. 2 years.
47. McBride, Charlotte Mabel, Chicago Heights, Ill. 2 years.
48. Meyer, Julia Edna, Plano, Ill. 2 years.
49. Murtfeldt, Minnie Augusta, Rockford, Ill. 2 years.
50. Myers, Nettie Daisy, Wheeling, Ill. 2 years.
51. Nelson, Sena Christine, Chandler, Minn. 2 years.
52. Obye, Katharine Helen, Galena, Ill. 2 years.
53. Patten, Elizabeth May, student University of Wisconsin. 1 year.
54. Phalen, Irene Anastacia, Harvard, Ill. 2 years.
55. Phillips, Eugene Martin, student University of Illinois. 1 year.
56. Poust, Roy Merton, Sandwich, Ill. 2 years.
57. Ragland, Lewis Washington, principal public schools, Crystal Lake, Ill. 2 years.
58. Scott, Clara Leah, Moline, Ill. 1 year.
59. Smith, Mary Mabell, South Holland, Ill. 2 years.
60. Spence, Olive Anna, Evanston, Ill. 2 years.
61. Taylor, Elizabeth, Morrison, Ill. 2 years.
62. Walters, Cora Viola, Elgin, Ill. 2 years.
63. Watson, Edith May, Elburn, Ill. 1 year.
64. White, Adda M., Rochelle, Ill. 1½ years.
65. Wright, Ivy Stuart, Gardner, Ill. 2 years.

CLASS OF 1902.

66. Adams, Mildred, Park Ridge, Ill. 1 year.
67. Bayley, Mary Alice, Chicago Heights, Ill. 1 year.
68. Bodenschatz, Emily Christine, Elgin, Ill. 1 year.
69. Bohringer, Clara Louise, Fort Wayne, Ind. 1 year.
70. Brandt, Grace Marie, Elgin, Ill. 1 year.
71. Bratton, Maude Ethelwyn, Bradley, Ill. 1 year.
72. Brundage, Kate Anne, Sycamore, Ill. 1 year.
73. Burns, Gertrude Margaret, Geneva, Ill. 1 year.
74. Cool, Mary Forrest, Morgan Park, Ill. 1 year.
75. Dunbar, Pearl Alma, Geneva, Ill. 1 year.
76. Eades, Jessica Margaret, Primary Critic, State Normal School, Duluth, Minn. 1 year.
77. Farr, Elsie F., Streator, Ill. 1 year.
78. Ferguson, Clarence Homer, Principal Public Schools, Rock Falls, Ill. 1 year.

79. Fitzpatrick, Margaret, Batavia, Ill. 1 year.
80. Frederick, James Ivan, Principal Public School, Cary Station, Ill. 1 year.
81. Garretson, Mary Vance, Park Ridge, Ill. 1 year.
82. Garrity, Anna Julia, Geneseo, Ill. 1 year.
83. Goodyear, Bertha Delphine, Milledgeville, Ill. 1 year.
84. Gregory, Lottie Bell, Rockford, Ill. 1 year.
85. Griffith, Katharine Margaret, Riverside, Ill. 1 year.
86. Grunewald, Emma Doretta, Principal High School, Rock Falls, Ill. 1 year.
87. Hayes, Leonora Blanche, Morrison, Ill. 1 year.
88. Hugett, Hatty Viola, Assistant in Biology, Northern Illinois State Normal School, DeKalb, Ill. 1 year.
89. Kays, Victor C., Teacher of Science and History, Township High School, Savanna, Ill. 1 year.
90. Lenehen, Carolyne, Manteno, Ill. 1 year.
91. Lilley, Marian Adriance, Morgan Park, Ill. 1 year.
92. Lyons, Elizabeth Ethel, Chicago Heights, Ill. 1 year.
93. Lyons, Louise Gertrude, Aurora, Ill. 1 year.
94. Madden, David Durward, Principal Public Schools, Elizabeth, Ill. 1 year.
95. Malone, Edward Philip, DeKalb, Ill.
96. Mitchell, Julia Dot, Chicago Heights, Ill. 1 year.
97. Mofet, William Raynor, Student University of Illinois.
98. Ness, Henry, Student State Agricultural College, Ames, Iowa.
99. Nichols, Edgar Fremont, Principal Public Schools, Port Byron, Ill. 1 year.
100. Nilson, Elsie Urania, Elizabeth, Ill. 1 year.
101. Philbrook, Mrs. Maud Simmons, Oklahoma Business College, Oklahoma City, Oklahoma. 6 months.
102. Phillips, Ethel May, Riverside, Ill. 1 year.
103. Porcheur, Eugene Francis, Ottawa, Ill. 1 year.
104. Pratt, Ada Alila, Yorkville, Ill. 1 year.
105. Rady, Agnes Teresa, Orland, Ill. 1 year.
106. Reed, Edna Belle, Moline, Ill. 1 year.
107. Rice, Ethel Vreeland, Barrington, Ill. 1 year.
108. Richardson, Miriam Daisy, Morgan Park, Ill. 1 year.
109. Robinson, Agnes Gertrude, Mazon, Ill. 1 year.
110. Rowley, Edith, DeKalb, Ill. 1 year.
111. Rowley, Lizzie, Durand, Ill. 1 year.
112. Sanford, Louis Rantzeau, Teacher of Mathematics, High School, Waukegan, Ill. 1 year.
113. Shields, Dorothy, Aurora, Ill. 1 year.
114. Smith, Eda Vina, Dundee, Ill. 1 year.
115. Sovereign, Edith Payne, Rockford, Ill. 1 year.
116. Starin, Mable Minnie, Oak Park, Ill. 1 year.
117. Stiles, Mabel Bartlett, Elgin, Ill. 1 year.
118. Stuart, Alta D., St. Charles, Ill. 1 year.
119. Wagner, Lillian Elizabeth, Chicago Heights, Ill. 1 year.
120. Williams, Bertha M., Genoa, Ill. 1 year.
121. Woodman, Edith, Morrison, Ill. 1 year.
122. Zilligen, Mamie, Highlawn, Ill. 1 year.

Note.—The numbers at the right indicate the number of years of teaching done since graduation.

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BULLETIN

OF THE

NORTHERN ILLINOIS

STATE NORMAL SCHOOL

DE KALB, ILLINOIS

Series II. AUGUST, 1904. No. 1.

Published by the
Northern Illinois State Normal School.

CALENDAR FOR 1904-1905.

FALL TERM.

Monday, September 19	Enrollment and Assignment of Work.
Tuesday, September 20	Regular Recitations begin at 8:30 a. m.
Friday, December 23	Term Closes at Noon.

WINTER TERM.

Monday, January 2	Enrollment and Assignment of Work.
Tuesday, January 3	Regular Recitations begin at 8:30 a. m.
Friday, March 24	Term Closes at Noon.

SPRING TERM.

Monday, April 3	Enrollment and Assignment of Work.
Tuesday, April 4	Regular Recitations begin at 8:30 a. m.
Wednesday, June 14	Term Closes at Noon.
Thursday, June 15	Annual Commencement, 9:30 a. m.

SUMMER TERM.

Monday, June 19	Term of Six Weeks Opens at 8:45 a. m.

BOARD OF TRUSTEES.

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Hon. Isaac L. Ellwood	De Kalb.
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Vacancy	
John H. Lewis, Treasurer	De Kalb.

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Grace Jean Baird ....Laboratory Assistant.

Gertrude Sempill Dillon, A.B. ....Assistant in Ancient and Modern Languages.

Elizabeth Margaret Strauchon, Ph.M. ....Teacher of Literature, Summer Term.

Nathaniel Alcock ....Assistant in Biology, Summer Term.

Lester R. Langworthy	Laboratory Assistant, Summer Term.
Luther A. Hatch	Principal Training School.
Lida Brown McMurry	Critic Teacher, Primary Grades.
Frances Jenkins	Critic Teacher, Grammar Grades.
Addie L. McLean	Critic Teacher, Intermediate Grades.
Mary Waters	Teacher of Primary Methods, Summer Term.
Edith S. Patten, Ph B.	Critic Teacher Seventh and Eighth Grades, Glidden School.
Harriet I. Ostrom	Critic Teacher Fifth and Sixth Grades, Glidden School.
Edith M. Hull	Critic Teacher Third and Fourth Grades, Glidden School.
Belle Hobbs	Critic Teacher First and Second Grades, Glidden School.
Madeleine Wade Milner	Librarian.
Josephine Marie Jandell	Assistant Librarian.
Nellie L. Cook	Clerk.
George W. Shoop	Superintendent of Building.
Thomas McGlenn	Engineer and Electrician.

Northern Illinois State Normal School

The Northern Illinois State Normal School was established by an act of the General Assembly in 1895. It exists for the exclusive purpose of preparing teachers for the common schools of Illinois. It is located in DeKalb. The town contains a populaton of seven thousand five hundred. It is situated on the Omaha division of the Chicago and Northwestern Railway, on a branch of the Chicago Great Western, and on the Northern Illinois. It is fifty-eight miles from Chicago. It is easily reached from any part of Northern Illinois. The town has fine water, electric lights, paved streets, an electric road to the Normal School and to the County Seat. It is at the center of a most fertile and prosperous country and has a healthful and bracing climate.

The Normal School building is one of the finest structures thus far erected for normal school purposes in this country. It is three hundred seventy-one feet long and two hundred fifty feet in extreme depth. It contains a spacious auditorium capable of seating twelve hundred, plenty of good class rooms, fine library accommodations and laboratories, and a large gymnasium equipped with baths. With a fine art room, an excellent shop for manual training, suitable halls for literary societies, a spacious lecture room, and apartments for student enterprises of various kinds nothing is lacking for a complete equipment. The campus contains sixty-seven acres of diversified surface and includes a fine athletic field, and grand stand with baths.

CONDITIONS OF ADMISSION.

There are seven ways of entering the school:

First—A course of one year will be offered to graduates of reputable colleges, who will be admitted upon presentation of their diplomas.

Second—Graduates of good high schools having four-year courses will be admitted to a two-year course upon presentation of their diplomas. These high schools will be designated as "accredited schools."

Third—There are many schools with shorter courses whose graduates will be admitted to a three-year course upon presentation of their diplomas. These schools form a second group of "accredited schools."

Fourth—Persons holding first-grade certificates will be admitted to the three-year course without examination. Candidates holding second-grade certificates should correspond with the president with reference to admission.

Fifth—Students who have been connected with other State Normal Schools can enter upon presentation of their records if they have been honorably discharged from such institutions. All work done in such institutions will be passed to their credit here.

Sixth—The act establishing the institution provides that county superintendents of schools may appoint suitably prepared persons to scholarships. Such persons will be admitted to the proper course upon presentation of their certificates of appointment.

Seventh—There are many persons who have none of the above qualifications and yet are well prepared to do the work of the Normal School. Such persons should correspond with the president with regard to admission. A good degree of maturity is expected of such candidates.

We have no preparatory department. If you are in doubt as to your qualifications write to the president and the matter can be determined ordinarily by correspondence.

All candidates should present a certificate of good moral character signed by some responsible person. This will be insisted upon in all cases.

BOARDING.

Nearly all of the students of this institution board in clubs. There are several large club houses especially constructed and completely furnished for the accommodation of students, near the school building. They contain large dining rooms and are fitted with all the modern conveniences for dormitory purposes. In addition to these there are many private houses near good boarding clubs, in which admirable rooms may be rented at reasonable rates. The accommodations are excellent in quality, are ample in quantity, and are within a few minutes' walk of the school. Students desiring board in private families can be cared for satisfactorily.

Boarding places can be secured by correspondence although it is better to defer the selection of rooms until they can be inspected personally. The portion of the town occupied by the students is almost entirely new and has been made peculiarly attractive by public spirited citizens. Very pleasant homes are thus made available at moderate prices. Representatives of the boarding clubs are deputed to meet incoming trains and to aid students in securing satisfactory places. A ten-cent omnibus meets the trains and when strangers are in doubt as to what to do they are advised to go at once to the office of the president, who will give them personal attention.

EXPENSES.

Excellent board including room can be secured at from three and a half to four dollars a week. The incidental expenses are substantially what you make them and vary for different persons. No tuition is charged. The only expense connected with instruction is a term fee of two dollars, which is payable in advance at the beginning of each term. The expense for books and stationery is about ten dollars for the first year.

COURSES OF STUDY.

Four courses of study are offered: a one-year course for college and Normal school graduates, a two-year course for graduates of the best high schools, a three-year course for graduates of high schools with shorter courses and for others, and a four-year course for those desiring a more liberal training.

The one-year course is determined by conference with the candidate. It is composed of professional studies and practice in the Training School. At least twelve credits will be required, not less than three of which must be teaching credits.

TEACHING.

All teaching is done in the city schools of DeKalb. Two schools are used for this purpose. One of them is in the Normal building; the other is the Glidden school. Each is an eight-grade school and is equipped with all of the modern facilities.

Only half-day work is done unless pupils prefer to devote the whole day to that work. The teacher either takes charge of a room or acts as an assistant. Three credits are allowed in either case. At least one term of room charge is necessary for the completion of the course. This work must receive the approval of the supervising critic in order to gain a passing credit. Two terms of this work are required unless the teacher shows so marked a degree of proficiency as to indcate that the time could be more advantageously devoted to the study of some of the regular or elective courses. In such a case three subjects may be taken instead. Students who are engaged in teaching attend all teachers' meetings of their grade.

ILLUSTRATIVE LESSONS.

For the illustration of critical methods in dealing with class exercises, illustrative lessons are given four times each week. These lessons are conducted by critic teachers, by teachers from the Normal department, or by students who have shown unusual skill in the training school. The classes are selected successively from the grades of the training school. The exercises are freely criticised in the light of pedagogical principles. Pupil teachers are required to attend only the exercises of their grades.

In the development of the various subjects of the curriculum that bear immediately upon the work of the grades, similar exercises are employed in the regular classes of the Normal department. The teacher of grammar, for instance, desiring to show how a certain phase of the subject should be presented to a class of children, employs a class from the training school for that purpose. By means of such exercises and by their free discussion a pedagogical consciousness is awakened in the Normal students and they are thus led to a conscious application of the principles of teaching and to self-criticism of their success in applying them.

THE LIBRARY.

An admirable library of more than ten thousand volumes, quite fairly catalogued, is available for the uses of the students. A competent librarian and assistant are always present to render needed assistance. The library is open from eight o'clock to five every school day and from eight to twelve on Saturday.

GYMNASIUM.

A spacious gymnasium furnished with baths, dressing rooms and suitable apparatus, is one of the features of the Institution.

MANUAL TRAINING.

A shop furnishes an excellent opportunity for observation of pupils' work and for the acquisition of those phases of manual training that can be introduced at trifling expense into ordinary schools.

STUDENT ORGANIZATIONS.

1. The Ellwood Literary Society. Meetings on Saturday evenings.

2. The Glidden Literary Society. Meetings on Saturday evenings.

3. The Ionian Literary Society. Membership is limited to the women of the Faculty and student body. The members are divided into the following groups: The Art Section; the Literary Section; the Magazine Section; the Music Section; Chalk Model-

ing and Illustrative Drawing; the Travel Club; Current News Section. The work of each group is under the direction of a competent leader.

4. Young Men's Christian Association.
5. Young Women's Christian Association.

These associations extend a hearty welcome to all prospective students. They are important factors in the school life and their members take an active interest in the welfare of every student. Upon arriving at DeKalb those who come for the first time should look for young men wearing the badge of the institution, who will be on hand to assist them in finding agreeable homes.

6. The Camera Club.
7. The Ellwood Basket Ball Team.
8. The Glidden Basket Ball Team.
9. The Foot Ball Team.
10. The Base Ball Team.
11. The Treble Clef Society.
12. The Young Men's Glee Club.
13. The Choral Society.

"THE NORTHERN ILLINOIS."

"The Northern Illinois" is a monthly magazine published in the interests of the school and managed by a board of directors selected by the student body.

"THE NORTHER."

"The Norther" is published once a year by the Senior class.

COURSES OF STUDY.

ONE-YEAR COURSE.

Twelve term credits, five hours a week, are required. The particular subjects to be pursued will be determined for each candidate after a personal conference.

THE TWO-YEAR COURSE.

I.		II.		III.	
Geography	4	Reading	4	Grammar	4
Drawing	1—5	Drawing	1—5	Drawing	1—5
Biology	4	Biology	4	Biology	4
Drawing	1—5	Drawing	1—5	Drawing	1—5
Arithmetic	4	History	4	History	4
Music	1—5	Music	1—5	Music	1—5
Psychology	4	Psychology	4	Psychology	4
Music	1—5	Music	1—5	Music	1—5
Physical Training	2	Physical Training	2	Physical Training	2
		Themes	1		

IV.		V.		VI.	
Teaching or 2 electives	10	Teaching or 2 electives	10	Teaching or 2 electives	10
Physics	5	Algebra	5	Geometry	5
Literature	4	History of Education	4	Philosophy of Edtion	4
School Manage't.	1—5	School Manage't.	1—5	School Manage't.	1—5
Themes	1				

THE THREE-YEAR COURSE.

I.		II.		III.	
Reading	5	Meteorology	5	Pedagogy	4
History	5	Arithmetic	5	Drawing	1—5
Grammar	4	Geography	4	Geography	4
Drawing	1—5	Drawing	1—5	Drawing	1—5
Arithmetic	4	Grammar	4	Algebra	4
Drawing	1—5	Drawing	1—5	Music	1—5
Music	2	Music	2	Nature study	4
Physical Training	2—4	Physical Training	2—4	Music	1—5
		Themes	1	Physical Training	2
				Themes	1

IV.		V.		VI.	
Algebra or Latin	5	Geometry	5	Geometry or Latin	5
Ancient History	5	Lit'ature or Latin	5	Literature	5
Psychology	4	Psychology	4	Psychology	4
Drawing	1—5	Drawing	1—5	Drawing	1—5
Biology	4	Biology	4	Biology	4
Drawing	1—5	Drawing	1—5	Drawing	1—5
Themes	1	Themes	1		

VII.		VIII.		IX.	
Teaching or 2 electives	10	Teaching or 2 electives	10	Teaching or 2 electives	10
Physics	5	Chemistry	5	Physical Geography	5
Rhetoric	4	Civics	4	Philosophy of Education	4
School Manage't	1—5	School Manage't	1—5	School Manage't	1—5

THE FOUR-YEAR COURSE.

FIRST YEAR.

FIRST TERM		SECOND TERM		THIRD TERM	
Latin Grammar and Reader	5	Latin Grammar and Easy Reading	5	Cæsar and Composition	5
Geography	4	English Grammar	4	Pedagogy	4
History	5	Arithmetic	5	Algebra	4
Arithmetic	4	Reading	5	Biology	4
Music	2	Music	2	Music	2

SECOND YEAR.

FIRST TERM		SECOND TERM		THIRD TERM	
Cæsar and Compos'n	5	Cæsar	5	Cicero and Compos'n	5
Algebra	5	Biology	4	Literature	5
Biology	4	Geometry	5	Biology	4
History	5	Literature	5	Geometry	5
Drawing	2	Drawing	2	Drawing	2

THIRD YEAR.

FIRST TERM		SECOND TERM		THIRD TERM	
Cicero and Compos'n	5	Ovid	5	Vergil	5
Rhetoric	4	German or Greek	5	German or Greek	5
German or Greek	5	Psychology	4	Psychology	4
Psychology	4	Civics or Political Economy	4	Literature or Physical Geography	4
Drawing	2	Drawing	2	Drawing	2

FOURTH YEAR.

FIRST TERM		SECOND TERM		THIRD TERM	
Vergil or Physics	5	German or Greek	5	Philosophy of Education	4
German or Greek	5	Livy or Physics	5	German or Greek or Chemistry	5
Teaching	10	Teaching	10	School Management	1
School Management	1	School Management	1	Teaching	10

ELECTIVES AND SUBSTITUTIONS.

Graduates of high schools that are on the fully accredited list of the University of Illinois and who have done one year's work in physics may select from the elective lists below or from the courses in special method a substitute for that study if their work is satisfactory to the head of the department. A similar arrangement may be made with geometry, algebra, and with some of the biological studies. Where such a substitution is desired the pupil should bring note books, statements from teachers, courses that have been pursued and whatever else may be necessary in forming an intelligent judgment of the character of the work that he has done.

ELECTIVES		ELECTIVES		ELECTIVES	
FALL TERM		WINTER TERM.		SPRING TERM.	
Latin	5	Latin	5	Latin	5
German	5	German	5	German	5
Literature	5	Literature	5	Literature	5
Sociology	5	Sociology	5	Sociology	5
Ethics	5	Ethics	5	Oratory	5
Oratory	5	Astronomy	5	Drawing	5
Drawing	5	Drawing	5	Physiography	4
Logic	5	Civics	4	Political Economy	5
English History	5	History of Educ'tion	5	Geology	5
		Rhetoric	4		
		History of Illinois	5		
		Chemistry	5		

An educational thesis of not less than fifteen hundred words is required of each candidate for graduation. Weekly exercises in composition extend through the whole course.

Only two terms of half-day teaching are required. When in charge of rooms only two studies are required.

SPECIAL STUDENTS.

Persons desiring special work can be accommodated if sufficiently prepared to take such studies profitably. Selections can be made from the following courses and from the work of the regular courses. Teachers of experience who desire to fit themselves for better positions are especially invited to correspond with the president with reference to the facilities offered here for superior disciplines.

ELECTIVES IN SPECIAL METHOD.

FIRST, SECOND AND THIRD GRADES.

FALL TERM.

1. Literature and written language.
2. Drawing.
3. Music.
4. Psychology:
   a. Sense organs.
   b. Fatigue.
   c. Pathological conditions.

WINTER TERM.

1. Reading and number.
2. Construction work and manual training.
3. Psychology:
   a. The knowledge process.
   b. The school problem.
4. Physical training and games.

SPRING TERM.

1. Nature study and home geography.
2. Psychology:
   a. Culture of the feelings.
   b. Will training.
3. Study of class exercises.
4. Child study.

FIFTH AND SIXTH GRADES.

1. Literature and reading.
2. Language work.
3. Psychology.
   Same as above.
4. Manual Training.

1. Drawing.
2. Music.
3. Arithmetic.
4. Psychology.
   Same as above.

1. Nature study.
2. Geography and history.
3. Psychology.
   Same as above.
4. Discussion of class exercises.
5. Psychology.
   Same as above.

SEVENTH AND EIGHTH GRADES.

1. Arithmetic.
2. History.
3. Geography.
4. Psychology.
   As above or with regular classes.

1. Manual training.
2. English grammar.
3. Reading and literature.
4. Psychology.
   As above or with regular classes.

1. Music.
2. Drawing.
3. Nature study.
4. Psychology.
   As above or with regular classes.

Illustrative lessons will be given through the year and will be carefully discussed. The above courses may be supplemented by teaching in the training school.

Physical training may be taken two hours a week with regular classes.

ANALYSIS OF COURSES.

PSYCHOLOGY, PEDAGOGY, PHILOSOPHY OF EDUCATION.

MR. COOK AND MR. KEITH.

1. PEDAGOGY.—Third term, three-year course. Four hours a week.

The course shows that the past is the foundation of all future knowing, how individual notions may be effectively presented to classes of children, how the mind passes to the more general phases of knowledge, and how the mind returns to the more significant interpretation of facts by the application of general notions or laws. Along with these studies there are observation of illustrative lessons with children, the making of lesson plans according to the Formal Steps, and a discussion of some fundamental school problems.

TEXT: MCMURRY'S METHOD OF THE RECITATION.

2. PSYCHOLOGY.—First year, two-year course; second year, three-year course; third year, four-year course. Four hours a week.

This course occupies one year. The first term is devoted to a study of the intellect; the second, to the feelings and the will; the third, to the psychology of the subjects of the elementary school.

A text is used the first two terms. The work of the third term is given orally.

3. PHILOSOPHY OF EDUCATION.—Last term, senior year. Five hours a week.

The text is Rosenkranz' Philosophy of Education. The course covers Parts I and II.

SCHOOL ORGANIZATION AND MANAGEMENT.

MR. GILBERT.

All of senior year in each course one hour a week.

I. SCHOOL ORGANIZATION.

- *a.* Nature, scope, scheme how determined.
- *b.* Parties to school organization; taxpayers, parents, the child; conflicting interests and demands to be co-ordinated and harmonized. Board of Education. Teacher.

II. School Management.—Determined by demands of child's development.

1. Growing out of laws of physical nature as discovered in Physiology and applied in Hygiene and Sanitation.
2. Growing out of laws of mental nature as found in Psychology and applied in Pedagogy.
3. Growing out of laws of spiritual nature as formulated and applied in Ethics.

III. School Hygiene.—Shaping the school conformably to the laws of the child's physical nature.

a. School environment—grounds—building; construction—arrangement—care.

b. Ventilation—necessity based on vital processes—elements of problem—devices, appliances and schemes.

c. Lighting—defects of vision. School room causes. Proper lighting: amount, distribution and arrangement of lighting area. Control of light.

d. Seating—Evils of prevailing methods. Determining conditions of proper seating. Habits and postures of pupils at desks.

e. Fatigue—nature—waste of effort under conditions of fatigue. Conditions producing fatigue. School program in relation to fatigue and rest.

f. Infectious and contagious diseases.

IV. Course of Study.—Shaping the school to the laws of the child's mental nature.

a. As determined by social organizations.

b. As determined by laws of mental development. Evolution of the course. Correlation of studies.
Order of studies—order of developing interests—culture epochs. Educational values.

c. The day's program—correlation dynamic—how made effective in unfolding of subject. Apportionment of time. Rests—character and distribution.

d. The recitation.

V. Classification and Gradation of Pupils.—"The lockstep of the public schools."

SCHOOL DISCIPLINE—SHAPING THE SCHOOL CONFORMABLY TO THE LAWS OF THE CHILD'S SPIRITUAL NATURE.

I. Elements of the problem.

a. General:—Child a developing moral being—process: one of rational conduct, not of repressive control. Teacher's task: training pupils to behavior.

b. Social element:—Rise of moral notions. "Education; organizing resources into power of conduct to fit social and physical world; organization of acquired habits of conduct and tendencies to behavior."

c. Biological elements:—"Man an organism for re-acting on impressions." "Education: bringing mass of possible re-actions into rational control."

d. Physiological elements:—Health, fatigue, school and home environment as affecting conduct.

II. MORAL TRAINING—How Effected.

a. School associations—community of ideals and interests—co-operation vs. competition.

b. School Management (internal). School-room order—economy—standards—spirit.

School atmosphere—determined by teacher—elements. School-room faults and vices.

Punishment: — spirit—limitations—character—punishments, proper and improper—time and place.

c. School instruction:—Intelligence and moral tone—course of study in its bearing on the will. Shaping ideals—personality of teacher—"character teaches above our wills."

HISTORY AND CIVICS.

MR. PAGE.

1. HISTORY.—Second term, two-year course. Four hours a week.

The term is devoted to a careful study of the principles of method in history. The work in all grades of the elementary school is considered. The principles and theories involved are brought out by assigned reading and class discussion. Due consideration is given to the best available material for the various grades of work.

TEXT BOOK: MACE'S METHOD IN HISTORY.

2. HISTORY.—Third term, two-year course. Four hours a week.

The second term is devoted to the intensive study of a limited field of history. Most of the available material, both of primary sources and of secondary authorities, is accessible in the library. Thoroughness of mastery, and not extent of ground covered, is the aim. Among the chief purposes of the term's work are the following: To learn the historic processes, to learn how to search out information from books, to gain an idea of the vastness of the subject of history, to divorce the student from dependence on a text book, to train the judgment in weighing the value of material and in selecting that which suits one's purposes, to learn to generalize from a mass of material, etc. The topics selected for this intensive work may be varied from year to year. The reign of Charlemagne is the topic for next year.

TEXT BOOK: DAVIS'S CHARLEMAGNE.

3. HISTORY.—First term, three-year course. Five hours a week.

The term is devoted to a study of American history. Instead of a general survey of the whole field of our history, a limited number of topics is selected. Those typical in their character and those which, grouped together, give a view of great movements or important phases of our history, are the chosen ones. The great purpose of the term's work is not the acquisition of new facts, but rather the power to interpret facts. Keen interpretable ability is regarded as a fundamental of method.

TEXT BOOK:. MCLAUGHLIN'S HISTORY OF THE AMERICAN NATION.

4. HISTORY.—Fourth term, three-year course. Five hours a week.

To obtain skill in interpreting the history of other peoples, one term is devoted to the study of the principal periods of Ancient History.

TEXT BOOK:. WEST'S ANCIENT HISTORY.

5. CIVICS.—Eighth term, three-year course. Four hours a week.

Two principal thoughts guide the work in civics. The first is that our political institutions are the result of an evolutionary process. The second is that certain fundamental principles have determined the character of our political institutions. In emphasizing and illustrating these ideas, the main facts in the structure of our government (local, state, and national) are brought out. The whole course is a practical illustration of method. Incidentally, specific methods are presented. Much collateral reading is done and special research is made.

TEXT BOOK: JAMES AND SANFORD'S GOVERNMENT IN STATE AND NATION.

6. SPECIAL METHOD IN HISTORY.—Elective, fall term. Five hours a week.

A systematic study of special methods in history, with practical illustrations. Much attention is given to a discussion of available materials.

TEXT BOOK: BOURNE'S TEACHING OF HISTORY AND CIVICS.

7. English History.—Elective, fall term, senior year. Five hours a week .

Emphasis is laid upon those phases and periods of English History which are of special significance to Americans.

Text Book: Andrews' History of England.

8. History of Illinois.—Elective, winter term, senior year. Five hours a week.

A library course, in which those events in Illinois history which are of national importance are studied.

9. Civics.—Elective, winter term, senior year, two-year course. Five hours a week.

Taken with No. 5 above, with an additional recitation each week devoted to special topics.

10. Political Economy.—Elective, spring term, senior year. Five hours a week.

The aim is to inculcate a thoroughly intelligent and practical view of the subject. The evolutionary and theoretical methods are chiefly used, though some observations are made.

Text Book: Bullock's Introduction to Economics.

The library is unusually strong in the department of history. Care is not spared to make it systematic and comprehensive. Not only are the leading secondary authorities to be found on our shelves, but also a liberal supply of the sources most useful to the student. Constant additions are being made to the list of books and every new demand is met as promptly as possible. The library is a government depository, and receives all of the publications of the United States government. Three thousand volumes, or more, have been received.

DEPARTMENT OF SCIENCE.

MR. CHARLES.

MR. CROCKER, ASSISTANT IN BIOLOGY.

MR. LOHR, ASSISTANT IN PHYSICS AND CHEMISTRY.

MISS BAIRD, LABORATORY ASSISTANT.

The subjects included under this department are Meteorology, Nature Study, Zoology, Human Physiology, Botany, Physics, Chemistry, and Elements of Agriculture. The aim of the department is to prepare teachers of nature study, and it is the purpose so to unify the different courses as to make each contribute to this end without sacrificing the peculiar interests of any subject.

1. METEOROLOGY.—Second term, three-year course. Five hours a week.

A course in elementary science, with special reference to weather phenomena. Recording of local data; physics and chemistry of the atmosphere; forecasting; weather study in the grades.

MR. CHARLES AND MR. LOHR.

2. NATURE STUDY.—Third term, three-year course. Four hours a week.

Identification and study of trees in their winter habit. Awakening of the winter bud. Tree calendar.

Identification and study of birds during migrating and nesting season. Birds as fitted to mode of life. Bird calendar.

The school garden. Garden calendar.

Plant and animal societies. Pond, river, meadow and grove.

Study of trees in their summer habit.

MR CHARLES AND MISS BAIRD.

3. ZOOLOGY.—First term, two-year course, and fourth term, three-year course. Four hours a week.

Biological study runs through the entire year, the work of the three terms being unified so far as possible. For a complete biological survey, it is desirable, therefore, to enter the class at the beginning of the fall term.

The fall term will be devoted, in the main, to the subject-matter and method of Zoology; the winter term, to Human Anatomy, Physiology and Hygiene; the spring, to Botany; but leaf-fall cannot well be studied in the springtime, nor bird nesting in the fall, and this formal division is modified to allow for topics suggested by the seasonal changes.

It is believed that nature study can best be taught by those who, through thorough preparation, have attained a comprehensive view of the biological field. To-day, even to the kindergarten teacher, a broad scientific foundation is essential; hence the organization of these courses on a scientific, rather than a nature study, basis.

It is desired that the student shall obtain from this course an increased ability to observe, to interpret and to express. To do this it is necessary from the start that he avoid all bookishness, establishing himself upon his own resources and cultivating a true scientific spirit and method of original investigation. Original notes and drawings of material studied are essential to this end.

Text-book, lecture and laboratory methods are combined; frequently, field excursions are substituted for laboratory work, the extensive campus offering very unusual advantages for the study of varied forms of terrestrial and aquatic life. Outdoor observations in the form of nature calendars are recorded throughout the entire year.

* * *

Field and laboratory study of insects. The struggle for existence and its outcome. Principles of classification.

Autumn coloration, leaf-fall; seed dispersal; fruits.

The compound microscope; cell structure; studies of microscopic forms; Protozoans, Sponges and Coelenterates.

Starfish, earthworm, crayfish and mussel, and their allies.

The perch, as a vertebrate type; goldfish, as a nature study type.

MR. CHARLES AND MR. CROCKER.

4. HUMAN PHYSIOLOGY.—Second term, two-year course, and fifth term, three-year course. Four hours a week.

1. Vertebrate studies, as types, and as a basis for human anatomy and physiology. Frog; turtle; birds (as fitted to mode of life); cat.

2. Human Anatomy, Physiology and Hygiene.

MR. CHARLES AND MR. CROCKER.

5. BOTANY.—Third term, two-year course, and sixth term, three-year course. Four hours a week.

MR. CHARLES AND MR. CROCKER.

Botanical studies are foremost, but not exclusive, during this term. A brief survey is made of the vegetal kingdom, proceeding, so far as possible, from the simpler forms to the more complex and highly organized. Spring-time observations of animal forms, bird migration, pond life, etc., are made as the season demands, and full nature notes, bird, tree and flower calendars, are recorded and preserved from year to year. A formal herbarium is not required,—we are more interested in the living plant than in the dead one,—but representatives of a few prominent groups of flowering plants are studied and specimens preserved. Optional morning excursions furnish added opportunities for bird study and acquaintanceship with plant and animal habits.

Identification and study of trees in their winter habit.

Algae and fungi. Mosses. Ferns.

Spring migration of birds.

Flowering plants.

Experimental studies with seedlings; plant physiology.

Plant societies.

The great economic plant families.

MR. CHARLES AND MR. CROCKER.

6. Physics.—Fourth term, two-year course, and seventh term, three-year course. Five hours a week.

A consideration of general physical topics, not including heat, light, sound, magnetism and electricity.

Treatment of one of the five topics mentioned.

MR. LOHR.

7. Chemistry.—Eighth term, three-year course. Five hours a week.

A study of the more important elements and their compounds.

Inductive development of chemical laws.

Ventilation; the atmosphere; chemistry of familiar things.

MR. LOHR.

ELECTIVES.

(All electives are five hours a week.)

8. Chemistry.—Elective where not required.

9. Elements of Agriculture.—Spring term, senior year.

Chemistry is a prerequisite.

MR. CHARLES, MR. LOHR AND MR. CROCKER.

10. Advanced Physics.—Winter term, senior year.

Continuation of Course 7. Mr. Lohr.

11. Advanced Chemistry.—Spring term, senior year.

Continuation of Course 8. Mr. Lohr.

12. Advanced Nature Study.—Senior year.

A consideration of the work in Nature Study throughout the grades during the fall, winter and spring terms. Field excursions; choice of subject matter; collection, preservation and study of material; intensive treatment of a few topics appropriate to season; a course of nature study for the grades; the literature of nature study; values and aims; relations to other subjects; observation and discussion of lessons in the grades.

MR. CHARLES.

MATHEMATICS.

MR. PARSON AND MISS PARMELEE.

1. Arithmetic.—First term, two-year course. Four hours a week.

The primary aim in the course in arithmetic is to fit the students to teach the subject most effectively to children. The arithmetical processes are examined as to meaning and logical relations. Classes of children from the Training School are taught before the students to illustrate and to test the theory of how children learn number, by observing them in the process of learning.

From the point of view of how to teach them the four fundamental operations are critically examined, compared, and grouped so as to discover their unity. Fractions are studied as an outgrowth of division with integers. Decimal fractions are considered as a special case of "common fractions" and also as an extension of the decimal system. The latter half of the term is given to applied arithmetic as follows:

1. DENOMINATE NUMBERS.
    - I. Measurements of
        - *a.* Space.
            - 1. Length.
            - 2. Surface.
            - 3. Volume.
        - *b.* Time.
            - 1. Relation to longitude.
        - *c.* Force.
            - 1. Weight.
            - 2. Heat.
        - *d.* Value.
            - 1. United States money.
2. PERCENTAGE.
    - I. The three fundamental problems.
    - II. Application.
        - *a.* Discounts.
        - *b.* Loss and gain.
        - *c.* Commission.
        - *d.* Stocks and bonds.
        - *e.* Interest.
3. MENSURATION.
    - I. Plane figures.
    - II. Solids.

Special emphasis is laid on the construction side of the subject.

TEXT BOOK: COOK AND CROPSEY.

2. ARITHMETIC.—First and second terms, three-years course. Four hours a week.

Note the general statement for the arithmetic of the two-year course. While the aim is the same for the two courses, the three-year course gives more time for the examination in detail of the difficulties encountered in the subject, and also more practice in the solution of problems.

FIRST TERM.

1. Relation of number to measurement.
2. The expression of number. Decimal system.
3. Number operations.
    1. Integers.
        - *a.* Counting as a foundation.
        - *b.* A comparison of the fundamental operations.
        - *c.* A careful study of the difficulties in learning these operations.
        - *d.* Making graded problems.
    2. Fractions (common).
        - *a.* As equal parts of a whole.
        - *b.* As expression of ratio.
        - *c.* Principles and their application.
        - *d.* Peculiar difficulties in multiplication and division.
    3. Fractions (decimal).
        - *a.* Comparison with common fractions.
        - *b.* Relation to the decimal system.

SECOND TERM.

Applied arithmetic. (See outline in two-year course).

TEXT: COOK AND CROPSEY.

4. ALGEBRA.—Fifth term, two-year course. Five hours a week.

The work of this course is a thorough review and intensive study of the more difficult topics of the elementary algebra. To enter this course the student should have had a year or more of algebra in a good high school. This preparation makes it possible to make a somewhat exhaustive study of such topics as arithmetic and algebra compared, the algebraic series of numbers, the double meaning of the signs plus and minus, the commutative, distributive, and associate laws, the theory of divisions, etc. The aim is to make rational the processes which hitherto may have been largely mechanical. Rigid demonstration is required throughout. The latter half of the term is devoted to such topics as, the theory of exponents, quadratics, progressions, variables and limits, and series.

TEXT: BEMAN AND SMITH'S ELEMENTS OF ALGEBRA.

5. ALGEBRA.—Third and fourth terms, three-year course. Four hours and five hours a week.

This course is intended for students who have had but limited training in algebra. It covers two terms. The attempt is made to make a natural transition from arithmetic to algebra in respect to notation, principles, fundamental operations, and processes of solution of problems. Every effort is made to prevent the student from conceiving the algebraic operations as simply clever tricks. He is early taught to make sharp distinction between illustration and demonstration of mathematical truth, and is thus led into an appreciation of the exactness and rigor of the science.

TEXT: BEMAN AND SMITH'S ELEMENTS OF ALGEBRA.

6. GEOMETRY.—Sixth term, two-year course. Four hours a week.

This course extends over one term of twelve weeks and includes plane and solid geometry. The course treats the subject topically. As considerable written work in original demonstration is required, attention is paid to important methods of attacking a proposition. Students are required to make models of the figures discussed in solid geometry and to make plane drawings of the models. Attention is given to methods of teaching elementary geometry in the grades. To enter this course students must have had at least one year of high school work in the subject.

TEXT: BEMAN AND SMITH'S PLANE AND SOLID GEOMETRY.

7. GEOMETRY.—Fifth and sixth terms, three-year course. Four hours a week.

This course extends over two terms of twelve weeks each and includes plane and solid geometry. It is arranged for students who have had less than a year of work in the subject. The course follows in the main the method presented in the outline of the two-year course, but the additional time permits a more thorough and exhaustive study. It aims to secure logical thinking and clear and accurate expression.

TEXT: WELLS' ESSENTIALS OF GEOMETRY.

LANGUAGE.

MISS POTTER AND MISS PATTEN.

1. ENGLISH GRAMMAR.—Third term, two-year course. Four hours a week.

Since language is the expression of thought, the first essential of the study of language is an understanding of the nature of thought. As the thought is the unit of mental activity, so the sentence is the unit of verbal expression. Two things, then, are of fundamental importance: first, that the sentence be regarded always as the expression of a thought; second, that the thought and its expression be kept distinct.

The following outline gives rather the result aimed at than the process of attaining it. Before work on the subject as outlined can be begun the student must have acquired the ability to image readily and accurately. He must have become sensitive to the fact that the sole purpose of language is to express the thought of the speaker, and that unless the language that he studies yield up this thought to him either the language is not worthy of the investigation or he is not yet prepared to examine it. Throughout the course these facts are made the basis of study, each individual topic being worked out through the thought expressed.

Much attention is given to methods of presentation, by actual work with the children in the Training School, and to the examination of available text-books for the grades.

The work in English grammar is largely inductive. Both literary English and our own everyday speech furnish the material for study. First, the passages chosen are considered with a view to discovering the principles of sentence structure and the properties of words, by virtue of which they are capable of filling their various offices in the sentence; second, original statements of the principles discovered are made. The student also forms his own definitions of technical terms used. The text-book, Mead's English Language and Its Grammar, serves chiefly for reference and for corroboration of the student's own discoveries.

The outline of work for the two-year course follows:

I. The sentence and words in their relation to the sentence:
  1. Universal form of sentence, as governed by nature of thought: (1) Subject. (2) Predicate attribute. (3) Copula.
  2. Sentences on basis of purpose of speaker:
    (1) Classification under declarative, interrogative, imperative, and exclamative.
    (2) Sentences that do not correspond in form and purpose.
    (3) Punctuation of (1) and (2).
  3. Simple analysis of each of three essential elements of sentence:
    (1) Principal word of each essential element.
    (2) Modifiers of each principal word, classified as words, phrases, and clauses.
    (3) Punctuation of modifiers.
  4. Sentences on basis of number of thoughts expressed:
    (1) Classified under single, complex, and compound.
    (2) Contracted compound sentence compared with simple sentence with compound element.
    (3) Clauses classified as independent, subordinate, coördinate, and individual.
    (4) Punctuation of (1) and (2).
  5. The material of which the sentence is composed classified on basis of kind of idea expressed.

- (1) Substantive words:
  - (a) Noun (including verbal noun). (b) Pronoun.
- (2) Attributive words:
  - (a) Adjective (including verbal adjective). (b) Attributive verb. (c) Adverb.
- (3) Connective word:
  - (a) Copula. (b) Conjunction (in single sentence). (c) Preposition.
- (4) Words not grammatically connected with the sentence:
  - (a) Interjection. (b) Expletive.
- (5) Punctuation of interjection.

6. Uses of the parts of speech and their substitutes:
   - (1) Twelve uses of noun.
   - (2) Twelve uses of pronoun.
   - (3) Eleven uses of substantive clause.
   - (4) Eleven substantive uses of gerund.
   - (5) Ten substantive uses of root infinitive.
   - (6) Five uses of adjective.
   - (7) Five uses of verbal adjective, corresponding to (6).
   - (8) One use of adjective clause.
   - (9) Punctuation of each word, where necessary.
7. Clause connectives:
   - (1) Conjunctive pronoun:
     - (a) Relative conjunctive pronoun. (b) General conjunctive pronoun. (c) *What.* (d) (a), (b) and (c) compared with interrogative pronoun in subordinate clause.
   - (2) Conjunctive adverb.
   - (3) Subordinate conjunction.
8. Complete sentence analysis.

II. The parts of speech:
   1. Properties.
   2. Inflectional forms.

For students who have some knowledge of other languages than English a course in comparative syntax is offered. For suggestions concerning the advantages of such a course, see statement of courses in Latin, Greek and German.

2. ENGLISH GRAMMAR.—First and second terms, three-year course. Four hours a week.

The work in English Grammar for the three-year course covers the same ground as that for the two-year course; however, since two terms are devoted to it by the three-year pupils, a more detailed study of each topic is possible. The thought must be seen back of the sentence before this is possible.

Much attention is given to method of presentation in the grades, through discussion in the class-room and actual work with the children of the Training School. An important feature of the work is the examination of text-books in grammar, both for the purpose of acquiring skill in interpreting authors and to judge of the merits of the books for use in the grades.

It will be observed that Latin is offered as an elective in the three-year course. The object in this is both to introduce a culture study and to offer opportunity for further strengthening in English. The advantage of the study of an inflected language, such as Latin, is two-fold; first, one gains an insight into grammatical relations that can scarcely be attained from any other source; second, it not only offers opportunity for, but demands fine distinctions both in thought and expression. For outline see the statement of courses in Latin.

For outline of work in English Grammar for three-year course see outline for two-year course.

3. LATIN.—First year, four-year course. Five hours a week.

FIRST TERM.—Study of inflectional forms and simpler constructions, with constant drill in vocabulary and comparison of Latin and English modes of expression. Careful attention is given to quantity of vowels.

SECOND TERM.—Further study of forms and constructions, and reading of easy Latin. Reading of Latin aloud intelligently. Simple prose composition in the form of conversation.

THIRD TERM.—Cæsar's Commentaries, book I, chapters I—III; book II, chapters I—XXVIII. Smooth, idiomatic English and a knowledge of the subject matter are the chief aims. Constructions are kept before the student, but chiefly as an aid to interpretation. Relation of clauses and phrases carefully noted.

SECOND YEAR.

FIRST TERM.—Cæsar, remainder of book II, and book I. Careful study of syntax. Prose composition.

SECOND TERM.—Cæsar, books III and IV, with selections from other books; or an equivalent.

THIRD TERM.—Cicero, Orations against Catiline, I—III, with prose composition and study of historical setting, argumentation and literary style.

THIRD YEAR.

FIRST TERM.—Cicero, Fourth Oration against Catiline, Archias, and Manilian Law, or equivalents; prose composition.

SECOND TERM.—Ovid, with study of poetic constructions, mythology, and scansion.

THIRD TERM.—Vergil's Aeneid, books I—IV; much attention paid to narrative, mythology, and scansion.

FOURTH YEAR.

First Term.—Vergil's Aeneid, books V and VI (six weeks) and Horace's Odes (six weeks); Horace's meters studied, and an effort made to catch the spirit of his poems; parallels found in English literature; some of the shorter odes committed.

Second Term.—Selected reading in Latin, whose purpose is to give a more comprehensive view of Latin literature; or

Work in etymology and cognate forms, including a brief study of the history of the English language and its relation to the Latin, Greek, German, and other languages. Prose composition of connected discourse, with study of Latin idioms and review of parts of the grammar.

4. German.—Third and fourth year, four-year course. Five hours a week.

THIRD YEAR.

First Term.—Study of principles of German grammar, with much practice in pronunciation, reading, and speaking; reading of easy prose and poetry.

Second Term.—Further study of grammar; conversation and oral reproduction of easy stories; memorizing of several good short poems; reading and translation of Leander's Traumerei and Storm's Immensee, or equivalents.

Third Term.—Grammar and composition (once a week); Schiller's Wilhelm Tell, or equivalent, with supplementary reading as time allows.

FOURTH YEAR.

Study of the works of classical and modern authors. The reading will change from term to term to meet the needs of the students.

The following are suggested:

Schiller's Jungfrau von Orleans.
Schiller's Lied von der Glocke.
Lessing's Minna von Barnhelm.
Goethe's Hermann und Dorothea.
Goethe's Iphigenie.
Heine's Harzreise.
Lessing's Nathan der Weise.
Schiller's Wallenstein, Parts I and II.

Composition once a week.

For the work of the winter term of the second year, work in etymology may be substituted, as offered under Latin, fourth year, second term.

5. Greek.—Third and fourth year, four-year course. Five hours a week.

THIRD YEAR.

FIRST TERM.—Study of forms and constructions, with rapid oral translation of short sentences from Greek to English, and vice versa.

SECOND TERM.—Further study of forms and syntax, and reading of a portion of the first book of Xenophon's Anabasis; reading of Greek aloud, both before and after translation.

THIRD TERM.—Completion of first book of Anabasis, with special attention paid to prose composition.

FOURTH YEAR.

FIRST TERM.—Second book of the Anabasis and selections from the Hellenica.

SECOND TERM.—Selections from Herodotus, with constant drill in forms of Attic dialect; Timayenis' History of Greece included as collateral reading; or

A term's work in comparative etymology may be substituted.

THIRD TERM.—Homer's Iliad, books I—III, with selections from books IV, V, and VI; study of Ionic dialect; scansion; reading of entire Iliad in English, with study of literary style.

ELECTIVE.—A course in comparative etymology and syntax is offered each winter term as an option with the work of the same term in fourth year Latin or Greek, or German of the second year. It may be substituted for only one of these three branches.

READING AND ORATORY.

MISS FARLEY.

It is the aim throughout the reading course to enable the pupil to grasp the full mental content of the printed page; to make careful discrimination; to cultivate the imaginative power; to control and direct the emotional nature; to appreciate the finer spirit of literature, and to express this appreciation with simplicity and naturalness.

The work in Reading may be outlined under the following headings:

1. Voice Culture. 2. Bodily Expression. 3. Reading and Dramatic Work.

COURSE I.—READING.—Second term, two-year course. Four hours a week.

1. VOICE CULTURE.

Through the realization of the relation of voice to mind, as well as through the vocal interpretation of Literature, it is the aim to eradicate defects, such as indistinct articulation and undesirable vocal qualities; to bring out the latent power and beauty of the voice, and to develop such resonance, flexibility and sympathy as will make the voice a fit medium for the expression of thought.

2. BODILY EXPRESSION.

In order to render the body more responsive to thought and feeling, the following are sought for: Power of relaxation and appreciation of rhythm in movement; elimination of self-consciousness and the establishment of repose, control, and freedom; attainment of grace and dignity of bearing.

3. READING AND DRAMATIC WORK.

It is the purpose in Reading to develop careful thought-analysis; perception of sense-relations; power of imagination; realization of the mental attitude of reader as revealed by form of expression; emotional power. In order to accomplish this purpose the work must be carefully graded according to the pupil's natural development.

To create abandon, which is the essential requisite of naturalness and spontaneity, material is used from The Christmas Carol, Les Miserables, and Last Days of Pompeii. These also illustrate the dramatization of stories for children.

To cultivate directness and simplicity, selections are chosen from Irving and Tennyson; for appreciation of rhythm and tone-color as an element in vocal expression, selections from Shelley, Browning and others; for vigor, force, earnestness, orations from Webster and Phillips.

An application of the previously stated principles is made in the study of some Shakespearean play. This is read with special reference to (a) the interpretation of difficult passages, (b) character study, (c) plot, (d) presentation of principal scenes with personation of characters.

COURSE II.—READING.—First term, three-year course. Five hours a week.

The work of this term is the same as that of the two-year course, with the exception of the Shakespearean play, and with the addition of analysis and method work in some of the classics used in the upper grades of the Training School, such as *Evangeline, William Tell,* and a more complete study of Dickens' *Christmas Carol.*

COURSE III.—ELECTIVE.—A course in Oratory. Five hours a week.

DRAWING.

MISS STRATFORD.

(Twenty-four forty-five-minute lessons in each term. Two-Year Course. (One year of drawing.)

FIRST TERM:

1. Plant life: sprays of leaves, blossoms; fruit; seeds; etc.
   Mediums used: pencil and color.
2. Aspects of nature: sky, land, water.
   Values of color and shade expressed in pencil and color.

3. Perspective: appearance of cylindric and rectangular objects below and above the eye level, developing the principles of foreshortening and convergence.
   Color and shade expressed chiefly in pencil.

SECOND TERM:

1. Composition: pictorial, decorative, constructive.
2. Construction: pattern-making; plans and elevations; working drawings.
3. Blackboard sketching.

THIRD TERM:

1. History of art, illustrated by stereopticon.
2. Figure pose and animals.
3. Landscape in color.

Three-Year Course. (Two years of drawing)

FIRST TERM:

1. Plant life: sprays of leaves, blossoms; fruit; seeds; etc.
   Mediums used: pencil and color.
2. Aspects of nature: sky, land, water.
   Values of color and shade expressed in pencil and color.
3. Perspective: appearance of cylindric and rectangular objects below and above the eye level, developing the principles of foreshortening and convergence.

SECOND TERM:

Perspective continued with special study of color and shade in pencil.

Construction: pattern-making; plans and elevations; working drawings.

THIRD TERM:

Composition—pictorial, decorative, constructive, in brush and ink and color.

Out-door perspective expressing color and shade with pencil.

FOURTH TERM:

Review plant life in color.

Perspective reviewed and continued in color and in pen and ink.

Blackboard sketching.

FIFTH TERM:

Figure pose and animals.

History of art—Egyptian, Greek, Roman, Renaissance, Modern (with stereopticon).

SIXTH TERM:

Review principles of perspective.

Review decorative and pictorial composition, the latter in out-door sketching in pencil and in color.

GEOGRAPHY AND GEOLOGY.

MISS WELLER.

AIMS:

1. To give the student the true notion of geography, as a study of the earth in its relation to life.

2. To present geographic material in an organized form.

3. To show that this organization is based upon the principle of the dependence of human institutions upon the physical condition of the earth, its surface, topography, and constitution.

4. To present the principles that govern the selection and arrangement of material for the grades.

COURSE I.—GEOGRAPHY.—Two-year course, first term. Four hours a week.

1. The earth as a whole; shape and size; spheres; distribution of land and water; motions and their effects; motions of air and water; the relation of all to life upon the earth.

2. Home geography; a brief study of the common physiographic features and their relation to life; a study of local industries; the beginning of map drawing; sand modeling; field excursions.

3. Selected type studies suitable for fourth and fifth grade work, types selected from North America.

4. Selected type studies suitable for sixth and seventh grades, topics selected from other continents. Especial emphasis is placed upon comparisons between Europe and North America.

5. A study of helpful devices, such as illustrative drawing; chalk modeling; pictures; maps; modeling in sand, putty, paper pulp, salt and flour paste, and other materials.

Free use is made of reference material in the library, and each student is called upon to organize and present either orally or in a written paper a special report upon a topic selected from the course of study for the Training School.

TEXT: TARR AND MCMURRY'S COMPLETE GEOGRAPHY.

COURSE II.—GEOGRAPHY.—Three-year course, second term. Four hours a week.

FIRST TERM:

1. The earth as a whole; shape and size; spheres; distribution of land and water; motions and their effects; movement of air and water.

2. Home geography. Especial attention is given to this and excursions are made the basis of the work. Actual things and processes are observed, studied and discussed. Physical features, local industries, and government furnish the topics. There is a beginning of map drawing, and sand modeling is introduced.

3. Especial attention is given to the study of the United States and North America, by physiographic and industrial regions, showing the inter-relations of these regions. Considerable time is given to outline blackboard drawings and the development of speed and accuracy in doing this work, also to pencil drawings and chalk modeling.

4. A study of geographic material suitable for grades below the sixth.

3. GEOGRAPHY.—Third term, three-year course. Four hours a week.

1. A detailed topical study of Europe; comparisons with North America constantly drawn.

2. Selected types from Asia, Africa, Australia and South America.

3. The selection and arrangement of material are discussed. The results of this discussion appear in a carefully prepared lesson plan. The execution of the plan in class shows its merits and defects.

4. Relief maps are constructed of paper pulp, salt and flour, plaster of Paris.

5. Drawing of outline and relief maps and of pictures continues throughout the course.

6. The collection and care of pictures is discussed. The collection of material illustrating the industrial interests of the country is encouraged, and all such material is added to a collection which is being organized for the department and for use in the Training School. Much use is made of the reference material, the magazines, and the daily papers in the library.

TEXT: TARR AND MCMURRY'S INTRODUCTORY AND COMPLETE GEOGRAPHIES.

4. PHYSICAL GEOGRAPHY.—Ninth term, three-year course. Five hours a week.

AIM:—The work of this course is to supplement the student's work in geography. The relation and relative value of the chief factors involved in the dependence of man and all life upon physical environment will be emphasized. In connection with each topic, the life side in its practical significance, is made much of. The study also becomes an aid to general culture.

ORDER OF TOPICS.

1. The earth as a globe; relation to sun and planets; shape and size; rotation; revolution; magnetism; latitude and longitude; standard time.

2. The land; weathering agents and soil; rivers; wind; glaciers; plains and plateaus; mountains; volcanoes.

3. The atmosphere: composition, motions, storms.

4. The ocean: depth and temperatures; motion, tides, waves, currents.

The time given to this course is divided between class-room and laboratory exercises. Field trips supply a large amount of material as concrete examples in introducing new topics, also as a basis for laboratory work. Topographic maps are used continually.

TEXT: GILBERT AND BRIGHAM'S PHYSICAL GEOGRAPHY.

5. GEOLOGY.—Elective in the senior year. One term, twelve weeks. Five hours a week.

MUSIC.

MISS HUFF.

Two hours a week through the first year.

1. Study of the adult voice.
2. Study of the child voice.
3. History and theory of music preparatory to sight reading.
4. Sight reading.
5. Song singing.
6. Part songs.
7. Classic songs.
8. Songs and solos.
9. Illustrated class lessons.

LITERATURE.

1. LITERATURE.—Fourth term, two-year course. Four hours a week.

A study of masterpieces of literature illustrative of the different forms of literature. As types of the epic, the lyric, the drama, the essay and the novel, the following are studied: The Old English Ballads, Arnold's Sohrab and Rustum or selections from Tennyson's Idylls of the King, Wordsworth's Minor Poems, one of Shakespeare's plays, selections from Browning's Dramatic Lyrics, Lamb's Essays, and George Eliot's Silas Marner or some other novel.

2. LITERATURE.—Fifth term, three-year course. Five hours a week.

A survey of the history of English literature with a special study of certain masterpieces, selections to be made from the Ballads, Chaucer, Milton, Wordsworth, Coleridge, Keats, Shelly, Tennyson and Browning.

3. LITERATURE.—Sixth term, three-year course. Five hours a week.

A course in American Literature, tracing the development of the literature from colonial times to the present and making a study of selections from Irving, Bryant, Poe, Hawthorne, Longfellow, Whittier, and Lowell.

4. RHETORIC.—Seventh term, three-year course. Five hours a week.

A study of the whole composition, the paragraph and the sentence; also of the forms of discourse and of the qualities of style. Frequent theme writing and some study of good prose models.

5. THEMES.—One hour a week. Five terms.

The first term the work is based on a study of the paragraph. In the second and third terms, the themes develop mainly topics in description and narration, and in the fourth term, in exposition and argumentation. The work of the fifth term is the preparation of a longer paper on some educational subject.

6. ELECTIVES:

1. The Morality Play and the Shakespearean Drama.
2. The Poetry of the Romantic Period in English Literature.

PHYSICAL TRAINING.

FOR THE NORMAL STUDENTS.

AIM:

1. To develop and train the body, by means of properly chosen physical exercises, as an aid to the best mental and moral advancement of the individual.

2. To gain self-control and self-reliance from the ability to perform certain physical acts (apparatus work) which will give a consciousness of self, excluding the possibility of self-consciousness.

3. To become familiar with different kinds of physical exercises, that better preparation may be had for teaching children.

4. To realize that exercises, to be beneficial, must comply with certain hygienic laws and must take physiological and psychological effects into consideration.

5. To gain the ability to observe individual pupils and detect their physical defects; also what corrective exercises to apply in such cases.

6. To appreciate the necessity for progression from exercise to exercise in the same lesson, and from one lesson to the following one.

7. To gain a knowledge of the proper duration and speed of different movements and be able to so govern a class by the use of the voice that the movements are performed correctly.

8. To understand the manner in which a lesson should be conducted and what results should be expected; to realize that a lesson in which there is no mental activity fails in its educational value.

COURSE I.—FALL TERM.

1. Elementary Swedish gymnastics.
    - *a.* The mastery of the gymnastic names of different positions of feet, arms and body and the manner of their combination to form exercises.
    - *b.* The formation of these exercises into lessons.
    - *c.* The use of the voice as expressive of speed and duration of movement.
    - *d.* The ability to perform these positions and exercises correctly.
    - *e.* Practice in teaching each other as preparation for actual work with children.
2. Elementary work on apparatus.
3. Games.

Believing games to be a great socializing and harmonizing element, as well as a means of physical development and source of recreation in the school room, considerable attention is paid to their classification and application—

Games develop:

- *a.* mental and physical dexterity.
- *b.* freedom and grace of movement.
- *c.* accuracy of aim and direction.
- *d.* a correct appreciation of distance.
- *e.* a correlation of eye and hand.
- f. patience, self-control and a consideration for others.

COURSE II.—WINTER TERM.

1. Advanced Swedish gymnastics.
2. Lectures on theory of teaching; the detection of personal physical defects and suggestive corrective exercises; general hygiene.
3. Advanced work on apparatus.
4. Marching and elementary military tactics.
5. Running. 6. Fancy steps. 7. Games. 8. Practice in teaching.

COURSE III.—SPRING TERM.

1. Lectures on the physiological and psychological basis of exercise and the mechanics of bodily movements.
2. Exercises with wands, dumb-bells or Indian clubs.
3. Fancy steps. 4. Fancy marches. 5. Games.

COURSE IV.

1. Advanced Indian club swinging.
2. Bounding balls.
3. Hoops.

COURSE V.

1. Advanced military marching.
2. Aesthetic gymnastics.
3. Practice in teaching and conducting drills with children.

COURSE VI.

BASKET BALL.

Courses 1, 2 and 3 are compulsory and necessary for graduation.

Courses 4, 5 and 6 are elective.

The gymnasium with a clear floor space of 80 by 75 feet, well ventilated and lighted on two sides by large windows eight feet from the floor, offers splendid facilities for the personal development of the Normal students, and the acquirement of a knowledge of physical exercises for presentation to pupils in the school room.

There is a good equipment of new apparatus, and the adjoining bath rooms for spray and shower baths, are free to students.

A suitable suit and rubber-soled shoes are necessary in the gymnasium, and those persons not already provided with such attire are advised to procure it after reaching the school, as a greater uniformity of costume may be thus acquired. The cost will be from four to five dollars.

Each student is subject to a physical examination, which will determine fitness for the work to be taken, and exercises for special development are given.

This department aims to do practical work, developing a well trained body as a support for the well trained mind.

THE TRAINING DEPARTMENT.

NEWELL DARROW GILBERT, A. M., DIRECTOR.

The public schools of the city of DeKalb, with an attendance of about eleven hundred children in the grades below the high school, constitute the Training School. About two hundred and fifty children, representing eight grades, occupy rooms in the Normal building. The rest of the children are distributed among the city buildings.

Six teaching credits are required for graduation. The general plan anticipates two terms in charge of a room for one-half of each day. The arrangement is modified somewhat in individual cases. In the city buildings each critic has charge of two rooms and will thus have the supervision, ordinarily, of four pupil-teachers. Since beginners are permitted to assist in the care of rooms this number is increased, sometimes, to six. The pupil-teachers are conditioned substantially as they will be in their subsequent teaching, with this difference,—the supervision is close and efficient.

Illustrative exercises with classes of children conducted by critic teachers, heads of departments, and by unusually capable pupils, constitute a regular and important feature of the training work.

COURSE OF STUDY. THE LANGUAGE GROUP.

The studies of this group—Literature, Reading, Language, Spelling and Writing—hold at once the widest relations with the Course of Study as a whole and the closest among themselves. The aim throughout the course is to recognize this fact and keep the members of the group in immediate association each with the others and in intimate correlation with other studies.

LITERATURE.

The place of literature in the course is two-fold; (a) To illuminate and interpret facts of science, geography or history; (b) as an object of study in itself, as a source of refinement and mental quickening.

In the first case, it is to be read or related and not dwelt upon except as portions are now and then memorized. In the second, the teacher and class should linger over it and endeavor to get its deeper meaning and spirit. In the first three grades, this presentation should be mainly by narrative by the teacher, to be narrated in turn by the individual children before the class, and is to be a daily exercise. In the Fourth, Fifth and Sixth Grades this material is to be used in the reading classes and is to be presented with careful thought analysis. In the Seventh and Eighth Grades this work is to be fairly close intensive study of masterpieces with parallel readings and is to alternate with formal grammar.

Apart from material designated here, much that is chosen with reference to special days and events will be presented. Much effort should be given by the classes to memorizing choice selections, especially such as relate to birds and flowers, to seasons and seasonal characteristics and events. Selections used for reading should present many lines, couplets, stanzas, paragraphs; many rare, apt, vigorous words; many phrases and many figures—to be held in memory and often recalled and enjoyed by teacher and class. Definite effort should be made to give these words, phrases, figures, varied appropriate associations, in order to work them into the web of the children's thinking and usage.

References:—McMurry (C. A.): Special Method in Literature; Scudder: Literature in Schools; McMurry, (Mrs. Lida): Songs of Tree-Top and Meadow; Shute: Land of Song (3 vol.).

FIRST GRADE.

Fairy Tales and Folk Stories.

The Old Woman and Her Pig.
Little Red Riding Hood.
The Three Bears.
The Street Musicians.
Cinderella.

Fables, Nature-Parables and Myths:

Lion and Mouse.
Wind and Sun.
Anxious Leaf.
Persephone.
Fox and Crow.
The Pea Blossom.
Little Match Girl.

References:—Lida McMurry: Classic Stories; Flora J. Cook: Myth's; Andersen: Fairy Tales.

SECOND GRADE.

Hiawatha or Robinson Crusoe.
Phæton.
Arachne.
Hermes.
Selections from Jane Andrew's Seven Little Sisters.
Robin legends.
Woodpecker (legend).
Moon legends.

References:—McMurry and Husted's Robinson Crusoe, Cooke's Myths, Whittier's Poems.

THIRD GRADE.

Midas.
Baucis and Philemon.
Robin Hood Stories.
Perseus.
Rhœcus.
Old Testament Stories.
King of the Golden River.

References:—Hawthorne's Wonder Books; Old Testament Stories; Baldwin's Stories of the Chosen People; Lowell's Poem, Rhoecus; Hale: Age of Fables; Gayley: Mythology; Pyle: Adventures of Robin Hood.

In the succeeding grades the Literature will be presented by means of reading. See the work designated under the head of "Reading," for these several grades.

READING.

Note:—Reading is the most wide-reaching acquistion made by the child in school. No agency is capable of becoming so effective under wise teaching, for at once disciplining and informing the pupil's mind. No study, then, deserves more careful consideration or demands more carefully elaborated plans than this. For in actuality no other study more widely and effectively conduces to bad mental habits.

It must begin and at every point proceed on the basis of vigorous, genuine thinking on the part of the child, and the line of such thinking is constant, clear, vivid, imaging—the reality and character of which the teacher should unfailingly put to the proof in some way—drawing, construction, dramatization, or equivalent form of expression.

These remarks lead to the following suggestions:

1. The reading must be chosen with wise discrimination, as to its adaptation to the children's intelligence, taste and effort, in thought, in spirit, in phraseology.

2. Close alliance must be kept of the reading matter to the children's active interests—other studies, seasonal changes, attractive elements of environment, of experiences, etc.

3. The material chosen for the reading hour should characteristically be from the "literature of power"—writings that by reason of their purity, beauty and spiritual strength have become classic.

4. Supplementary reading should be used, not simply to give more exercise in reading, but to enlarge and enrich specific topics, thus applying the power to read to a clearly perceived end in the acquisition of information, reading from sharply defined, immediate motive, with close and strong association.

5. The assignment of work must be made in such a way as to make a tangible presentation of things to be accomplished: (a) words to be looked up; (b) allusions to be explained; (c) questions of fact to be verified; (d) questions of thought or of motive.

6. No text-book in reading, which is not in itself a literary whole, is to be taken seriatim. But rather the contents should be analyzed and selections assigned when and where they respectively have a clear and significant bearing.

REFERENCES:—McMurry, (C. A.): Special Method in Reading; McMurry (Mrs. Lida): Beginning Reading, Northern Illinois, June, 1901, and February, 1904; Hinsdale: Teaching the Language Arts; Parker: Talks on Teaching.

FIRST GRADE.

1. The first lessons in reading are drawn (a) from games and occupations; (b) mainly from literature used for narration in this grade; (c) from the nature work; (see Language, Spelling, Writing, Literature).

2. Of the following several should be read—some entire, others in part; some, perhaps, read through, but more probably the teacher should alternate two or more so as to use their simpler or more appropriate portions in harmony with suggestion six above:

Cyr's Primer.
Cyr's First Reader.
Sunbonnet Babies' Primer.
Stepping Stones to Literature, Book One.
Taylor's First Reader.
Nature's By-Ways.

SECOND GRADE.

Stepping Stones to Literature, Book Two; Taylor's Second Reader; Hiawatha Primer; McMurry's Classic Stories; Around the World, No. 1; Wiltse's Grimm's Fairy Tales; Bass' Animal Life; Bass' Plant Life; Pets and Companions; Baldwin's Second Reader; Child Life, Second Book.

THIRD GRADE.

New Era Third Reader; Stepping Stones to Literature, Book Three; McMurry's Robinson Crusoe; Andersen's Tales; Stickney's Aesop's Fables; Old Testament Stories; Judd's Classic Myths; Child Life, Third Reader; Stevenson's Child Garden of Verses.

FOURTH GRADE.

Hiawatha; Arabian Nights; Pratt's History Stories, I; Hawthorne's Wonder-Book; Cook's Story of Ulysses.

FIFTH GRADE.

Whittier's Child-Life in Poetry and Prose; Longfellow's Miles Standish and Selected Poems; Irving's Legend of Sleepy Hollow and Rip Van Winkle; Ruskin's King of the Golden River; Hawthorne's Tanglewood Tales.

SIXTH GRADE.

Whittier's Snow Bound; Macaulay's Lays of Ancient Rome; Longfellow's Building of the Ship; etc.; Burrough's Birds and Bees and Sharp Eyes (selections); Scott's Tales of a Grandfather (selections); McMurry's William Tell; Warner's, How I Killed a Bear, etc.

SEVENTH GRADE.

Evangeline; Arnold's Sohrab and Rustum; Holmes' Grandmother's Story of Bunker Hill Battle; Burrough's Birds and Bees, etc. (selections); Stories of King Arthur; Dickens' Christmas Carol.

EIGHTH GRADE.

Bryant's Thanatopsis and other Poems; Lowell's Vision of Sir Launfal and selected poems; Merchant of Venice; Webster's Bunker Hill Orations; Lincoln's Gettysburg Speech; Scott's Lady of the Lake.

LANGUAGE.

By Language here is meant the work by which we definitely seek to shape the pupil's habits of speech and discipline him in the use of good English. The first prerequisite of good speech is good thinking. Accordingly the general aim of these exercises—the aim which determines both material and method—may be stated thus:

1. To stimulate, discipline and refine the pupil's power to think.
2. To habituate the children to the use of good English, i. e., correct in form, and, as well, concise, direct, ready, apt, exact and even elegant, both in speaking and writing.

3. To prepare them specifically for the common conventional demands which their subsequent life will put upon them.

These three involve others:

1. Definitely enlarging and enriching the child's vocabulary, especially in the vernacular, and bringing it into command for every day use.

2. Teaching correct spelling, appreciation of the force of words, derivation—the commoner roots, suffixes and prefixes—and the discrimination of synonyms and homonyms.

3. Teaching the structure of the English sentence.

4. Drill in punctuation, use of capitals, paragraphing and margins.

5. Teaching ordinary business and social forms. In order that the pupils may develop and maintain a strong, wholesome, urgent desire for worthy self-expression, material for these desires should be drawn from the active school and home interests of the children and given always under the impulse of some sufficient immediate motive; as, (a) gratification of others; (b) expression and defense of an opinion; (c) sense of mastery. These exercises must have a distinctly formal element, and by them the teacher can scarcely do more than lay out the lines of correct usage. The following of such lines must become a matter of habit, and this in general is the result only of persistent training. Every recitation, then, is an opportunity, not to be missed, quietly, unremittingly, to give the exercise needful. There is no greater need to teach children to write than to teach them to talk—with all that this involves of choice of words, of arrangement, of distinct and melodious utterance.

Written work should be preceded by careful oral discussion to digest the thought to be presented, and in general a more or less full outline should be worked out by teacher and class and written on the board. This may or may not, as circumstances require, be more than two or three main sub-topics, and may or may not be left on the board, as the children write. The subject must be relatively simple or the class well trained, to get on well wholly without the mnemonic aid of the outline. The idea is to do for the children what we do for ourselves to secure freedom and so completeness and clearness of expression.

In all language exercises, care must be had that the children do not fall back wholly upon the vocabulary already familiar to them, but that new words and idioms are worked into their usage.

In general it is advisable to arrange Language, Spelling and Writing for consecutive periods in the program, so that time for one may merge, in whole or in part, into the others when desirable.

References:—Metcalf and Bright's Language Exercises; Bright's Graded Lessons in Language; De Garmo's Language Books; Keith's Teaching the Language Arts, Northern Illinois, May, 1902; Cooley's Language Lessons.

For general reading there may be found in the Normal Library—Hinsdale: Teaching the Language Arts; Laurie: Language and the Linguistic Arts; Chubb: The Teaching of English; Parker's Talks on Teaching.

FIRST GRADE.

1. Familiar conversation in connection with Nature Study and other observational work. This conversation should be free and informal, and yet direct and purposeful, seeking to elicit—(a) complete statements, accurate in expression and true to fact; (b) consecutive sentences, giving a quite complete, continuous statement of observations.

2. Oral reproduction of stories, told in Literature. This work in this grade and the next is the especial opportunity to lay the foundation of a full, rich vocabulary in the vernacular, and of freedom, vivacity and vigor in thought and expression.

3. As soon as practicable, written sentences setting out in connected statements the gist of a story or of a science lesson. This work merges into spelling, writing and reading.

SECOND GRADE.

1. Conversation as in First Grade.

2. Oral reproduction of stories told and read, as in First Grade, but more extended.

In both grades, dramatization will tend to bring out more strongly the better qualities of language and deepen their impression on the children's minds.

3. Written exercises, as in First Grade, but more extended; (a) sentences; (b) written reproduction of stories.

Note.—The following is suggested as an order by which material may be thoroughly used in this grade and the next: (1) The story is related and (2) orally reproduced (literature lesson). (3) In reply to teacher's questions the story is repeated in outline, and such words and phrases as are thought desirable to emphasize either because of difficulty or of endeavor to graft them on the child's vocabularly are listed on the black-board and either left on the board, or better, copied by the children on slips of paper (writing and spelling lesson). (4) With these lists ready for reference the children go to the board and write the story or sentence indicated. (5) As far as possible these are reviewed by teacher and class, criticised as to accuracy of statement, choice of words, spelling, punctuation, etc. (6) The children then write the same story at their desks on paper.

THIRD GRADE.

1. Conversation, as in lower grades, but with much greater exaction as to fullness and continuity of statement.

2. Oral reproduction of stories; dramatization (see Second Grade.)

3. Written exercises: (a) reproduction of stories; (b) reports of science lessons, excursions, trips, etc.; (c) brief friendly letters, with careful teaching of simplest letter forms.

4. Invention of stories—first of oral, then written—based on pictures, incidents, objects, suggested and supplied by teacher.

FOURTH AND FIFTH GRADES.

1. Conversation.
   - *a.* Material drawn from History, Geography, Science, Excursions, pupils' home interests.
   - *b.* Especial attention to language element in topical recitations.

2. Written exercises:
   - *a.* Reproduction of History stories and of Geography and other lessons. Written lessons in Arithmetic should be good language exercises.
   - *b.* Reports (see Third Grade).
   - *c.* Friendly letters.
   - *d.* Stories invented by children, with and without common core of suggestion.
   - *e.* In connection with Arithmetic, bills and receipts.

3. Sentential structure. In the study of Reading and in the criticism of written work, lead pupils to discover and separate the greater elements of the sentence—subject and predicate—and the words or sets of words—modifiers—which are used to render the thing thought of (subject) more definite, and the thought concerning it (predicate) more explicit. The whole purpose here has to do with function, but technical terms should be avoided or used only in close association with the idea of function and without definition.

SIXTH GRADE.

1. Topical recitations.

2. Oral presentation and defense of opinion on points of history—past and present; results of inquiry on special topics; descriptions of places, persons and objects of special interest.

3. Written exercises:
   - *a.* Biographies; topics from History, Geography and other branches.
   - *b.* Reports, descriptions, etc.
   - *c.* Friendly letters and business letters.
   - *d.* Stories.
   - *e.* Independent outlines of articles read, discussions had, preparatory or not to written work.
   - *f.* Business forms involved in arithmetical problems.

4. Sentential structure, as in Fourth and Fifth Grades. Technical grammatical terms may be introduced gradually, but with no formal effort to have children form or learn definitions. Rhetorical structure should be carefully watched in criticism of papers, and attention directed to advantages of arrangement, contraction and expansion of elements, etc., with reference to clearness, vigor and smoothness. In the study of literary selections, good illustrations of these rhetorical modifications should be noted and studied, and held in mind for comparison.

SEVENTH GRADE.

Brown and De Garmo's Grammar, Part I.

1. Grammar.
   - *a.* Imaging from sentences.
   - *b.* Selecting elements of thought; elements of sentence.
   - *c.* Classes of sentences on basis of purpose of speaker.
   - *d.* Sentence material; substantive words; attributive words; connective words; subdivisions of these into the "parts of speech."
   - *e.* Noun uses; adjective uses; (pronoun uses, same as those of noun); adverb and other uses.
   - *f.* The clause; the phrase.
   - *g.* Classes of sentences on basis of form of thought expressed; simple; complex; compound.

2. Composition: (a) Essays based on various lines of work. (b) Letters—friendly, social, business. (c) Stories. (d) Free paraphrases, or interpretations, of selections from literature; not bare prose transpositions. (e) Interpretations of pictures.

3. In correction of essays and in discussion of them, close attention to paragraphs and their contents, sequence of paragraphs and of sentences within the paragraph, and, as in Sixth Grade, to sentential structure—grammatical and rhetorical.

EIGHTH GRADE.

1. Grammar: Brown and De Garmo's Text, Part II.
   - *a.* An intensive study of the parts of speech, including the classification, properties and inflexional forms of each.
   - *b.* Analysis of literary selections, with references to the best authorities, as found in the library.
2. As in Seventh Grade.
3. Rhetoric. Careful criticism, class and individual, of pupil's essays. The common figures—simile, metaphor, synecdoche—and some of the simpler poetic meters worked out in the study of literature, not so much by way of nice definition as with reference to their forms, and their rhetorical value in enhancing the vigor of the sentence.

PUNCTUATION.

Note:—The designation of certain elements of punctuation for certain grades is not meant to prescribe formal lessons, but to indicate certain things, which by the end at least of the respective grade years, the pupils should have under control for use. They will for the most part know them earlier than the indicated time. But the teacher should definitely ascertain whether they do know them by the time prescribed.

The teaching in the first three grades, at least, should be based on imitation, association, and the teacher's quiet, opportune suggestion, and should aim at implicit knowledge and use. In Fourth and Fifth Grades, explicit statements may be looked for, and when made should be constantly appealed to as as a standard of use in written work. In Sixth, Seventh and Eighth Grades, a compact body of rules covering the various points of the course should be taught. The correction and discussion of the regular exercises will give sufficient material for such instruction, especially when reinforced by abundant specific illustrations.

To secure uniform practice, Bigelow's Handbook of Punctuation is taken as the standard and will be supplied to the teachers' desks.

FIRST GRADE.

1. The period:—(a) at the end of a sentence; (b) Mr. and Mrs. taught as words; (c) other common abbreviations used by teacher, as names of the days of the week, and names of the months in weather charts, etc.
2. The comma.
3. The question-mark.
4. Capitals (a) in proper names; (b) at the beginning of a sentence.
5. The possessive form.

SECOND GRADE.

1. The period in abbreviations needed for use.
2. The comma, to set off the vocative.
3. Quotation marks, to mark an undivided quotation.
4. The hyphen in a word divided at the end of a line.

THIRD GRADE.

1. The comma (a) in letter forms; e. g. dates and addresses; (b) to set off a brief quotation.
2. Capitals (a) in abbreviations; (b) in headings and titles.

FOURTH GRADE.

1. The comma (a) to set off appositives; (b) to divide a compound sentence.
2. Quotation marks, in the divided quotation.

FIFTH GRADE.

1. See preceding grade.

SIXTH GRADE.

1. Comma, to set off adverbial clauses.
2. Semicolon, in compound sentences.
3. Parenthesis.

SEVENTH AND EIGHTH GRADES.

1. Comma, to set off the adjective clause when not restrictive.
2. Colon, after *as follows, the following, this* and *these,* etc.
3. The dash (a) after a colon; (b) in place of the parenthesis; (c) in an interrupted sentence.

SPELLING.

Note:—The instruction in spelling is based on the belief that it is "possible to learn to spell and at the same time express educative thought by writing." The teaching of spelling, therefore, is to be kept in closest association with the various lines of study and is especially to be regarded as an active phase of all written work.

A large proportion of bad spelling results from slovenly enunciation. The teacher is to exercise constant care over the children's habits of speaking. Wherever lists of words are presented—in Language, Reading, etc.—careful drill in clear, forcible, deliberate pronunciation, always with falling inflection, should be given persistently. Accent is secured by pitch. better than by stress of voice.

The use of the dictionary for pronunciation mainly, and for definition under such careful oversight by the teacher as insures that the definition defines, should receive faithful attention to teach (a) the swift and direct finding of words; (b) the ready and accurate interpretation of diacritical marks; (c) resort to it for correct spelling; (d) in due time, the selection of definitions from the Unabridged Dictionary.

The Speller is not meant to be slavishly followed; it is to be *taught.* Some words and even whole lessons, it may be desirable to omit or to transpose, certainly. Scan rules carefully, to be sure they are clear to the children.

FIRST, SECOND AND THIRD GRADES.

1. At first identical with Writing (q. v.).
2. Merged in the Reading, and, especially, the written Language.
3. Word-building—particularly games, such as Rhymes.
4. Phonics—introduced gradually by teachers, by isolation of initials and terminals, of long and short vowels, until children are prepared to discriminate sounds and appreciate their function as integral parts of words.

FOURTH, FIFTH AND SIXTH GRADES.

1. Written and oral work on lists, drawn from the various exercises and definitely selected to include (a) mis-spelled words; (b) new and difficult words; (c) homonyms, suggested by erroneous usage.
2. Use of dictionary begun and developed as indicated above.
3. Significance of commonest suffixes and prefixes.
4. Daly's Rational Speller, pp. 1-33.

SEVENTH AND EIGHTH GRADES.

1. Lists as in earlier grades.
2. Use of dictionary, developed to include use of unabridged edition in selection of definitions; in tracing derivations; in discriminating synonyms and antonyms.
3. List of synonyms and antonyms, based on Literature and essay work. Continued definite work on homonyms.
4. Derivatives, based on Literature and essays.
5. Daly's Speller; Seventh Grade, pp. 34-66; Eighth Grade, pp. 67 to close.

WRITING.

The purpose of teaching children to write is to equip them with a highly conventionalized means of expressing themselves and of interpreting the thoughts of others. To be effective—(a) it must be easily legible, neat and rapid; (b) the individual must have, to a marked degree, the unconscious power and freedom of written expression shown in oral speech.

This skill rests on motor habit, is developed by sustained effort, and without repetition—practice—rapidly decreases. Written form of itself does not afford sufficient motive to secure the desired result. This must be found in keeping writing from the first to the definite end for which it is intended—self-expression. Carelessness and slovenliness have the same tendency to form habits as carefulness and neatness. Hence the former cannot be tolerated.

In the primary grades, pupils have not the degree of motor co-ordination necessary to perfection of form. Hence forms must be approximate only, and the process of approximation must be given time, and a moderate degree accepted. However, approximation to standard forms should progress through these grades.

The movements in writing should be first large and free, on the black-board, on large sheets of paper unruled—for example the "9 in. x 12 in." drawing paper—or very wide-ruled paper, with no extra ruling.

The first work in writing is closely associated with learning to read, deals with the words the teacher presents, and is based on the impulse and power to imitate. The teacher writes a word of immediate interest because of its associations, on the board—writing deliberately in a large hand and in such position that the children may see the whole movement—i. e., with the left side to the class—erases and asks the children to write. The process is repeated at the teacher's discretion. No copying is to be done, except as the children imitate the teacher's movement. Children may be trained to imitate in the air the teacher's motions as she writes, preparatory to their own effort. The work on words merges as soon as possible into sentences.

To help children gain co-ordination and freedom the teacher gives a simple story which the children illustrate at the board step by step, using large bold lines.

Careful and constant attention must be given to train to a posture and movement that are hygienic and economical of physical energy—that is, a position that does not distort the body, hinder free motion, or strain the eyes. As a rule this matter is grossly neglected by teachers, to the defeat of the course of training designed and provided.

The teachers are instructed to hold children to adopt and adhere to the following:

POSITION:—Child facing the desk squarely; trunk straight, inclined slightly forward and resting lightly on left elbow so as to leave the right arm entirely free, feet firmly and evenly on the floor. Paper perpendicular to the body or front edge of the desk—or better, perhaps, paper turned to be at such an angle to the body as will prevent twisting the trunk or dropping the head to watch the pen. The pen should be held by the thumb and the first two fingers—the first finger on top of the holder, the second finger and thumb to the sides of it and underneath, the fingers straight, the thumb bent to touch the holder opposite the first joint of the first finger. This manner of holding the pen will naturally cause the holder to fall across the knuckle of the forefinger.

The question of slant in writing will take care of itself, resulting in that degree of slant most conducive in individuals to the standard described at the outset—if only right physical habits are formed.

GEOGRAPHY.

The plan of the course in Geography is a series of type-studies, beginning with home-geography and passing to our state at large; the Mississippi Valley; the Atlantic Coast and Canada; the Pacific Coast and Mexico; Cuba and Porto Rico; Europe; Asia; Australia; South America; Africa; Physical and Astronomical Geography. The Geography topics of the Fourth and Fifth Grades are followed and enriched by history stories belonging to the regions studied.

This scheme of teaching Geography gives definite purpose and method to the gleaning of information and illustrations—historical, scientific, literary—from various sources and affords opportunity to teach children some effective system of classifying and indexing such material. Matter so collected should be constantly sifted and only the best, the most interesting, the most pertinent to the specific topics should be kept. Not the least advantage of this plan is the opportunity to the teacher always to have fresh matter and to bring to the child, fuller, richer, better organized knowlege.

There must be constant use of the map and the globe to keep the notions of location, distance, direction and relief forms well in mind. Excursions are to be made frequently, but always in consultation with the principal, both as to purpose and plan and discussion of results.

The text-book must not be neglected. It cannot, fortunately, be taken by rote; but its maps, its illustrations, its information constitute the most available resources, and the pupils are to be directed to all it contains pertaining to the lesson topic.

In the First and Second Grades the geographical work will be in the form of nature study, dealing with the child's environment, involving notions of position and direction, points of the compass; of winds, their character, and prevailing direction; of the seasons, their characteristics, weather; distinctive occupations, sports, conditions of living, etc.; of fields and woods and streams; of plant and animal life.

Views of the "great, wide, wonderful world," will be given in studies of human life under contrasted conditions, especially stories of child-life in various countries and climes.

THIRD GRADE.

"Third Grade, or home geography includes local surface features, drainage and soil, gardening, agriculture, and food products; house-building and related trades and occupations; clothing and the sources from which it is derived; local commerce, roads and bridges, railroads; local government, including the town and city organization, board of education, county officers, court-house. All these topics should be worked out in the third grade as concretely as possible, based upon the common observations of the children in the neighborhood and re-enforced by excursions which are made by the teacher and the children in the regular course of instruction."

"They should get acquainted with the great continents and oceans, and especially with North America and the United States, upon the globe, in their general relations to the earth as a whole, so that, as they move forward in their future study of geography, they will have before them the general relations of the home to the great earth, and to other communities, countries and peoples; their dependence upon them, the modes of communication and exchange with them."

"Besides this, while the children are getting these various geographical concepts of the home, they should be given some larger views of the earth as a great ball in space, whose surface is varied by continents and oceans and upon which the sun and moon shine from a distance." There should be also some study of the sun and moon and more noticeable constellations, stars and planets.

THIRD GRADE TOPICS.

FOODS.

1. A fruit store.
   A bakery.
   A feed mill.
   A meat market.
   A dairy.
   A creamery.
   A grocery store.

CLOTHING.

2. A shoemaker's shop.
   A glove factory.
   A tailor's shop.
   A dry goods store.

TOOLS AND BUILDING SUPPLIES.

3. A blacksmith shop.
   A tin shop.
   A planing mill.
   A wagon shop.
   A hardware store.

GOVERNMENT.

4. City Hall; Officers:—Mayor, councilmen, police, police magistrate. Functions—most obvious. Fire Department, Water Department.

TRANSPORTATION.

5. Roads and bridges; streets and pavements; railroads and shipping.

MISCELLANEOUS.

6. A greenhouse. The farm. Spring. Fall.
   The grain elevator. The study of slopes from the cupola.
   On the Campus:—Forest, pond, streams, slopes, meadow.
   House building. Brick and tile manufactures.
   Carpet weaving. A china store.
   A garden—Planting in spring. Harvesting in fall.

   References:

   Dopp, Catherine E., "The Place of Industries in Elementary Education."

FOURTH GRADE.

1. Chicago. A great city. A commercial center. The Drainage Canal. The Illinois River.
   History:—Fort Dearborn and the Blackhawk War.
   Shabbona. The story of Starved Rock.
   References:—
      McMurry, Dr. C. A., "Special Method in Geography."
      McMurry, Dr. C. A., "Special Method in History."
      "Our Own Country," Book III, Chap. 14.
      "Around the World," Book III.
      Carpenter, "North America."
      King, Book Four, Part II.
      Tarr & McMurry, "North America."
      Wm. E. Barton, "The Prairie Schooner."
      See Library Reference Sheet.

2. The Prairies of Illinois. Extent of. Transformation that has taken place since the arrival of the white man. Productiveness. Grain, pasture, live stock, growth of commercial centers, railroads.
   History:—George Rogers Clarke's capture of Kaskaskia and Vincennes.
   References:—
      McMurry, "Special Method in Geography."
      McMurry, "Special Method in History."
      "Our Own Country," Book III, Chap. XV.
      "Stories of Industries," Vol. II.
      "Great American Industries," Book II.
      Tarr & McMurry, "North America."
      Lodge, "The American Revolution," Vol. II.

3. A coal mine in the coal fields of Illinois.
   References:—
      McMurry, "Special Method in Geography."
      "Around the World," Book III.
      King, Book Four, Part II.
      Tarr & McMurry, "Green's Coal Mine."
      Patton, "Stories of Industries," Vol. I.
      Patton, "Natural Resources of the U. S."
      See Library Reference Sheet.

4. Excursion on the upper Mississippi River from St. Louis to St. Paul. Minneapolis, a center for the manufacture of flour. The wheat fields of the northwest.
   History:—Hennepin's voyage on the Upper Mississippi River.
   References:—
      McMurry, "Special Method in History."
      McMurry, "Special Method in Geography."
      Carpenter, "North America."
      "Our Own Country," Book III.
      "Stories of Industries," Vol. II., pp. 92-96.
      Pratt, "Guyot's Geographical Reader and Primer," VII.
      See Library Reference Sheet.

5. Pineries and Lumbering in Northern Michigan.
   Lake Superior and the copper mines.
   The Iron Mines of Michigan. The blast furnace and steel production.

   History:—Marquette and Joilet's explorations on the Great Lakes and the upper Mississippi River.

   References:—
   - McMurry, "Special Methods."
   - Patton, "Natural Resources of U. S."
   - "Around the World," Book II.
   - "Great American Industries," Book II.
   - King, Book Four, Part II.
   - Perry Mason, "The Great Lake Country, (14)."
   - Tarr & McMurry, "North America."
   - See Library Reference Sheet.

6. The hardwood forests of Indiana and the Ohio Valley.
   History:—Lincoln's early life in Kentucky, Indiana and Illinois.

   References:—
   - McMurry, "Special Methods."
   - Eggleston, "First Book in American History."
   - James Baldwin, "Four Great Americans."

7. Surface, climate and tobacco culture in Tennessee and Kentucky. Mammoth Cave.

   History:—Daniel Boone. Robertson and the settlement of Tennessee.

   References:—
   - McMurry, "Special Methods."
   - Perry Mason, "The Lake Country (14)."
   - Eggleston, "First Book in American History."
   - "Our Own Country," Book III, Chap. XVI.
   - See Reference Library Sheet.

8. Trip on the Lower Mississippi River from Cairo to the delta. Make a special study of the jetties.

   History:—LaSalle's trip to the mouth of the Mississippi River.

   References:—
   - McMurry, "Special Methods."
   - Tarr & McMurry, "North America."
   - King, Book Four, Part II.
   - Mark Twain, "Life on the Mississippi."
   - Carpenter, "North America."
   - See Library Reference Sheet.

9. Cotton and its cultivation. Markets for cotton.

   History:—DeSoto's trip through the south.

   References:—
   - McMurry, "Special Methods."
   - "Around the World," Book III.
   - "Stories of Industry," Vol. II.
   - Chisholm, "Handbook of Commercial Geography."
   - King, Book Four, Part II.
   - Perry Mason, "On the Gulf."
   - Tarr & McMurry, "North America."
   - Trotter, "Commerce of Geography."
   - See Library Reference Sheet.

10. The Missouri River and the country through which it flows. Compared with the Ohio River.
History:—Fremont's first expedition.
References:—
McMurry: "Special Methods."
Tarr & McMurry: "North America."
See Library Reference Sheet.

11. Map review of the section of the country studied.
Extent of the Mississippi Valley.
The fertility and productiveness of this valley.
The many industries touched upon during the year.
The markets and means of transportation.
Chief cities and reasons why they come to be where they are.
See Library Reference Sheet.

FIFTH GRADE.

1. The Great Lakes. Niagara Falls. Description. Utilization of water power. What it has made necessary—Welland Canal—Buffalo and its warehouses—Erie Canal.
History:—Fort Niagara and the French fur traders.
Perry's Victory on Lake Erie.
References:—
"Our Own Country," Book III.
"Around the World," Book III.
Carpenter: "North America."
McMurry: "Special Method in Geography."
King, Book Four, Part II.
Perry Mason, "The Great Lake Country."
Tarr & McMurry, "North America."
Pratt, "Guyot's Geographical Reader and Primer."
See Library Reference Sheet.

2. The St. Lawrence River. Thousand islands. Montreal. The Canadian people and rural life. Quebec. Codfishing off New Foundland.
History:—Champlain.
The Capture of Quebec.
References:—
Pratt, "Guyot's Geographical Reader and Primer."
"Our American Neighbors."
Carpenter, "North America."
Gilbert Parker, "Seats of the Mighty."
See Library Reference Sheet.

3. The Hudson River. Scenic, historic, and commercial value. The Catskill and Adirondack Mountains. Summer resorts. New York City. A great seaport. Foreign commerce. Imports and exports. Central Park. Brooklyn Bridge. Statue of Liberty. Docks.
History:—Henry Hudson. The Story of Rip Van Winkle. (Literature).
References:—
King, Book Four, Part II.
Tarr & McMurry.
"Our Own Country"
See Library Reference Sheet.

4. Boston. Study from standpoint of a historic center. Bunker Hill Monument. Lexington and Concord. The minute men. Washington Elm. Old South Church. Faneuil Hall. Harvard College. The Common. Plymouth.

History:—The Settlement of Boston.
The Pilgrims and Puritans.
Paul Revere.

References:—

Moore, "The Pilgrims and Puritans."
Pratt, "Stories of Colonial Children."
King, Book Three, Part I.
"Around the World," Book III.
Carpenter, "North America."
Holmes, "Grandmother's Story and other Poems."
Hawthorn, "Grandfather's Chair."
Earle, "Manners and Customs of Old New England."
See Library Reference Sheet.

5. The Merrimac River. A type river in which water power is utilized. Cotton mills. The manufacture of cotton. Recall the study of cotton in the Fourth Grade.

References:—

King, Third Book, Part I, Chap. IV, V.
"Stories of Industries," Book II, pp. 6-29.
Tarr & McMurry, "North America."
McMurry, Dr. C. A., "Special Method in Geography."

6. The White Mountains. Mount Washington a type of a mountain. Granite quarries of Massachusetts. Marble quarries of Vermont. Making maple sugar. The surface of New England.

History:—The Story of Stark and the Green Mountain Boys.
King Phillip—the extermination of the Indians.

References:—

See Library Reference Sheet.
McMurry's, "Special Method in Geography."
Tarr & McMurry, "North America."
"Around the World," Book III.
King, Book Three, Part I.
Perry Mason, "In New England," No. 17.
Eggleston, "First Book in American History."

7. The Appalachian Mountain System. The surface features of the Atlantic States. Anthracite coal. (Recall the study of a coal mine in the Fourth Grade.) Iron. Pittsburg. Ship-building at Philadelphia. (Recall iron in Michigan.) Oil wells. Gas wells.

History:—William Penn.

References:—

McMurry, "Special Method in Geography."
Tarr & McMurry, "North America."
Patton, "Natural Resources of U. S."
King, Book Three, Part 1.
Carpenter, "North America."
Walton & Brumbaugh, "Stories of Pennsylvania."
King, Book Four, Part II.
See Library Reference Sheet.

8. Washington, the capital of the United States. The Capitol. The Treasury Building. The State, War, and Navy Buildings. The Smithsonian Institute. The National Library. The National Museum. The Agricultural Department. The Washington Monument. The White House.

History:—The early life of George Washington.

References:—

Irving, "Washington and His Country."
Powell, "Historic Towns of Southern States."
Baldwin, "Four Great Americans."
Eggleston, "First Book in American History."
Fisher, "War of Independence."
Hart, "Source Readers."
Scudder, "Life of Washington."
"Our Own Country," Book III.
"Around the World," Book III.
Carpenter, "North America."
King, Book Three, Part I.
See Library Reference Sheet.

9. Baltimore. The Oyster Fisheries of Chesapeake Bay.

History:—Captain John Smith and the settlement of Jamestown.

References:—

Carpenter, "North America."
Tarr & McMurry, "North America."
H. F. Moore, "Oysters and Methods of Oyster Culture."
Powell, "Historic Towns of Southern States."
Hart, "Source Readers."
See Library Reference Sheet.

10. The Pineries of North Carolina. Products—tar, pitch, turpentine, resin and lumber. Rice in South Carolina. Peanuts. Sweet potatoes.

History:—Sir Walter Raleigh.

References:—

Carpenter, "North America."
Tarr & McMurry, "North America."
Mill, "Handbook of Commercial Geography."
McMurry, "Special Method in Geography."
"Report of Secretary of Agriculture, 1892."
See Library Reference Sheet.

11. Florida:—Rock formation, coral. Everglades, Climate, winter resort. Oranges. Sponges.

History:—The Spaniard in Florida. St. Augustine.

References:—

"Around the World," Book III.
Carpenter, "North America."
King, Book Four, Part II.
F. W. Davidson, "Florida to-day."
Powell, "Historic Towns of Southern States."

12. Texas and cattle raising. Ranch life. Pikes Peak. Irrigation in the arid west. Alfalfa. The sugar beet industry.
    History:—Coronado in the Southwest.
    References:—
        "Our Own Country."
        McMurry, "Special Methods."
        Perry Mason, "Among the Rockies, No. 11."
        Perry Mason, "On the Plains, No. 13."
        Carpenter, "North America."
        See Library Reference Sheet.
13. The Colorado River and the Grand Canon. Yellowstone Park.
    History:—"Powell's Exploration of the Grand Canon."
    References:—
        "Around the World," Book III.
        Perry Mason, "Among the Rockies, No. 11."
        Chittenden, "Yellowstone National Park."
        Carpenter, "North America."
        Tarr & McMurry, "North America."
        McMurry, "Special Method in Geography."
        McMurry, "Special Method in History."
        See Library Reference Sheet.
14. Gold mining in California. Story of the discovery of gold. Different methods of mining. The great redwood forests of California and Washington. Wheat and fruit products. Irrigation. Los Angeles and San Francisco.
    History:—Sir Walter Drake.
    References:—
        Elson, "Side Lights on American History."
        "Around the World."
        Carpenter, "North America."
        Tarr & McMurry, "North America."
        McMurry, "Special Methods."
        Helen Hunt Jackson, "Glimpses of Three Coasts."
        See Library Reference Sheet.
15. The Columbia River and Salmon Fishing.
    History:—Lewis and Clark's expedition.
    References:—
        Elson, "Side Lights on American History."
        "Around the World," Book III.
        Carpenter, "North America."
        "Country Life in America, June, 1903."
        Century Magazine, June, 1903.
        "United States Government Report."
        See Library Reference Sheet.
16. Alaska. How acquired by U. S. Climate. Japan Stream. Glaciers. The People. Cold. Salmon. Seals.
    History:—Magellan's trip across the Pacific Ocean.
    References:—
        Carpenter, "North America."
        "Around the World," Book Two.
        Perry Mason, "In Alaska, No. 10."
        Appleton, "Guide to Alaska."
        Fiske, "Discovery of America."
        See Library Reference Sheet.

17. Mexico. Climate. Effect of elevation. Volcanoes. The City of Mexico. The native people. Occupations. Seaports.

History:—Cortez.

References:—

Carpenter, "North America."
"Our American Neighbors."
"Around the World," Book Two.
Tarr & McMurry, "North America."
Ballon, "Foot Prints of Travel."
See Library Reference Sheet.

18. Cuba, Porto Rico, Hayti, Jamaica, the Bahama Islands.

History:—Columbus.

References:—

"Around the World," Book III.
"Around the World," Book II.
Ballon, "Foot Prints of Travel."
Tarr & McMurry, "North America."
Eggleston, "First Book of American History."
Ober, "Porto Rico and Its Resources."
See Library Reference Sheet.

19. North America as a whole. Surface and outline. Map work. Zones—climate, what effects, life of each zone—man, plant, animal. Cities and cause of growth. Means of transportation, rivers, lakes, oceans, canals and railroads. Common roads. Resources. Natural. Produced by the hand of man. Political divisions.

History:—"Story of Our Continent."

References:—

Shaler, "Story of Our Continent."
Mill, "The International Geography," pp. 664-678; 710-773.
Tarr & McMurry, "North America," Section I.

SIXTH GRADE.

1. Trip by steamer from New York to Liverpool. Preparation for journey. Boat lines. Plan of boat. Expense of trip. Time taken in crossing the ocean. Incidents on a trip. Icebergs. Life in the ocean.

References:—

King, "Northern Europe," Book Six.
Carpenter, "Life in Asia," Chapter I.
See Library Reference Sheet.

2. Liverpool. Cause of growth. Commerce. The Mersey River. The study of the tides. Wet and dry docks. Manchester ship canal. Cotton. (Recall previous work on cotton.)

References:—

Taine, "Notes on England."
King, "Northern Europe," Book Six.
"U. S. Consular Report, 1899," Vol. 12, p. 812.
Tarr & McMurry, "North America," pp. 59-62.
See Library Reference Sheet.

3. Leeds, Birmingham and Sheffield. Coal and Iron. A study of great manufacturing centers. Leading occupations of the English people.

   References:—
   King, "Northern Europe," Book Six.
   See Library Reference Sheet.

4. London. A great metropolis. Map and sections of the city. The Thames River, St. Paul's Cathedral, Westminster Abbey, The House of Parliament, The Tower.

   References:—
   Taine, "Notes on England."
   Goldwin Smith, "A Trip to England."
   Youth's Companion, No. 2, "Glimpses of Europe."
   King, "Northern Europe," Book Six.
   Coe, "Modern Europe."
   Ballon, "Foot Prints of Travel."
   See Library Reference Sheet.

5. Location and relief and contour of the British Isles. Climate. The Gulf Stream. Latitude of England as compared with Illinois. Compare climate.

   References:—
   Guyot, "Earth and Man."
   Frye, "Grammar School Geography."

6. Scotland. The people. Compare with the English. Edinburgh, Glasgow. Ship-building. Growth of Glasgow. The Clyde River. The highlands and lowlands. Scott, Burns, Douglas, Wallace, Bruce.

   References:—
   King, "Northern Europe," Book Six.
   Fry, "Grammar School Geography."
   Coe, "Modern Europe."
   See Library Reference Sheet.

7. Ireland. The people. Occupation. Poverty and English rule. Peat bogs. Belfast and Dublin-linen. Queenstown ocean traffic and sub-marine cables.

   References:—
   King, "Northern Europe," Book Six.
   Coe, "Modern Europe."
   Frye, "Grammar School Geography."

8. The Mediterranean Sea. Strait and rock of Gibraltar. England's strong fortifications. The world's great forts. The peninsulas of Southern Europe. The islands of the Mediterranean. Spain and her people. Granada, and the Moors. Bull fights. Italy and the Italians. Rome, Venice, Naples, Mt. Vesuvius and volcanoes. The valley of the Po. Greece and her past glory. Ruins of Athens, Turkey and the Turk. The Black Sea and Constantinople.

   References:—
   W. D. Howell, "Italian Journeys."
   Youth's Companion, No. 2, "Glimpses of Europe."
   Ballon, "Foot Prints of Travel."
   Coe, "Modern Europe."
   Stoddard's Lectures.
   Frye, "Grammar School Geography."
   See Library Reference Sheet.

9. France. Paris, the city of art. Lyons, and the silk industry. Bordeaux, and grape culture—wine. Characteristics of the French people.

References:—

Mill, "Handbook of Commercial Geography," pp. 96-103; 78-83.
Clow, "Stories of Industries," Vol. IX, pp. 48-58.
Coe, "Modern Europe."
See Library Reference Sheet.

10. Holland. Dutch Windmills. Canals. Dykes. Reclaimed land. The industry of the people. Amsterdam.

References:—

"Northern Europe," Youth's Companion Series.
"Glimpses of Europe," No. 2, Youth's Companion.
Coe, "Modern Europe."
Frye, "Grammar School Geography."
See Library Reference Sheet.

11. Germany. The Rhine River. Scenery, history, cities. Berlin, the Kaiser city. The German Army and service required of the citizens of Germany. German schools and universities. Dresden and chinaware. Hamburg, seaport. Sugar beet industry. The Baltic and North Sea canal. Essen and Krupp guns. Manners and customs.

References:—

"Northern Europe," Youth's Companion Series.
Coe, "Modern Europe."
Frye, "Grammar School Geography."
McCormick, "Suggestions on Teaching Geography."
Ballon, "Foot Prints of Travel."
Stoddard's Lectures.
See Library Reference Sheet.

12. Switzerland. The Alps. Glaciers, scenery, dangers of climbing the Alps. The Swiss peasant life.

References:—

"Northern Europe," Youth's Companion Series.
"Around the World," Book Two.
"Glimpses of Europe," Youth's Companion.
Coe, "Modern Europe."
See Library Reference Sheet.

13. Norway and Sweden. The land of the midnight sun. Study motions of the earth—inclination of the earth's axis. Effect of the Gulf Stream upon the climate. Fishing, cod and herring. Forests. Iron ore. Agricultural products of Sweden. Manners and customs.

References:—

"Northern Europe," Youth's Companion.
"Around the World," Book Two.
"Glimpses of Europe," Book Six.
Coe, "Modern Europe."
Ballon, "Foot Prints of Travel."
Frye, "Grammar School Geography."

14. Russia. The building of St. Petersburg by Peter the Great. A Russian Village. (See "Northern Europe," by Ginn & Co.) The Siberian Railroad. Russia's agricultural resources. The government of Russia in contrast with ours. Moscow and Nijino-Novgorod. (See "Northern Europe," by King, Book Six.)

    References:—

    Carpenter, "Asia."
    Smith, "Life in Asia."
    Highways of Commerce, Special Consular Reports, 1899, Vol. 12, p. 409.
    Ballon, "Foot Prints of Travel."
    See Library Reference Sheet.

15. The Danube River. See "A Trip Down the Danube River," in "Modern Europe," by Coe.
    See Library Reference Sheet.

16. Map study of Europe as a whole. Climate—what affects it? What conditions do we find? Effect upon the people? Upon vegetation? Natural resources of Europe. Leading industries. Cities of Europe, and why they came to be. Nations of Europe.

    Reference:—

    Frye, "Grammar School Geography."

SEVENTH GRADE.

1. Egypt. The Nile River—inundation. Cairo and the pyramids. Alexandria and commerce. The desert of Sahara. Joseph and his people.

    References:—

    Badlam, "Views in Africa."
    Ballon, "Foot Prints of Travel."
    "Stoddard's Lectures."
    Curtiss, in Record-Herald.
    See Library Reference Sheet.

2. The Suez Canal. Description. Difficulties of construction. Value to commerce. Owned by England. The Red Sea. Aden.

    References:—

    Smith, "Life in Asia."
    Badlam, "Views in Africa."
    "U. S. Consular Reports, 1899," Vol. 12, p. 900.
    See Library Reference Sheet.

3. India. The people. English rule. The sacred river, Ganges, and the religious beliefs of the people. Benares, Calcutta. Productions—rice, cotton, coffee, opium, wheat and jute. The relief and climate. The Himalayas. Rivers of Southern Asia.

    References:—

    Carpenter, "Asia."
    Smith, "Life in Asia."
    McCormick, "Suggestions on Teaching Geography."
    Ballon, "Foot Prints of Travel."
    See Library Reference Sheet.

4. China. The Mongolian Race. Races of mankind. The peculiarities of the people. Tea culture. Opium. Food products. The Chinese Wall. The Grand Canal. (See "Highways of Commerce in Foreign Countries"—special Cousular report of 1899.) The great undeveloped coal fields of China. Thibet.

References:—

Carpenter, "Asia."
Smith, "Life in Asia."
Educational Publishing Co., "China."
See Library Reference Sheet.

5. Japan. The people. The Yankees of the Orient. Account for and of her rapid stride to the front. Her position and relation to Asia. The War with Russia.

References:—

Carpenter, "Asia."
Smith, "Life in Asia."
See Library Reference Sheet.

6. General survey of the geographical features of Asia. Mountain systems, plains, rivers, valleys, desert regions. Political divisions.

References:—

Smith, "Life in Asia."
Frye, "Grammar School Geography."

7. Australia. Ranch life in Australia. Sheep. Wool. Shipment of frozen meat to Europe. The rabbit nuisance. The lack of rain in Western Australia—the cause. Study of trade winds. The great coral reefs. Gold mining. Wheat. The vine. Queer animals of Australia. The native people. The early settlers. Government. Political divisions. Chief cities. Tasmania and New Zealand, study briefly.

References:—

Kellogg, "Stories of Australia," Book VII.
Mara L. Pratt, "Stories of Australia," Vol. I.
Ballon, "Foot Prints of Travel."
See Library Reference Sheet.

8. The Philippine Islands. How United States obtained possession of them. The character of the native people. The problem before the United States in dealing with the people of these islands. Hawaii—Samoan Islands.

References:—

"Around the World," Book II.
See Library Reference Sheet.

9. South Africa. England's relation to South Africa. The native people. The Boers and the Transvaal War. The diamond mines of Kimberly. The Congo Valley. The lake region of Central Africa. The large animals of Africa.

References:—

Badlam, "Views of Africa," Book VII.
Frye, "Grammar School Geography."
See Library Reference Sheet.

10. South America. The Panama Canal. Make a study of the valleys of the Orinoco, Amazon and La Platte Rivers. Cause of wet and dry seasons. Cattle raising and agriculture in South America. Leading commercial cities. Countries of South America. Our interests in South America.

References:—
Carpenter, "South America."
Ballon, "Foot Prints of Travel."
Frye, "Grammar School Geography."
See Library Reference Sheet.

EIGHTH GRADE.

A general survey of Physical and Astronomical Geography will be given during the term. Shape and size of the earth. Great land and water groups. Proofs of the earth's rotundity. Inclination of the earth's axis, Zones, Latitude, Longitude, Surveying. Seasons. Motions of the earth. Position of the earth in the Solar System. The sun, moon, stars. The movement of the sun's shadow. Noon angle. What affects the climate of a place on the earth's surface? Winds. What are they? Causes? Kinds? Use? Ocean Currents. Causes. Important currents. Use. Changes going on affecting the surface of the earth.

References:—
Frye, "Grammar School Geography," first part of book.
Tarr & McMurry, Sections I—VIII.
Guyot, "Earth and Man."

General Reference Books:—
Tarr & McMurry, "Geographies," Books I, II and III.
Patton, "Natural Resources of United States."
McMurry, "Special Method in Geography."
Hubertson, "Geography from Original Sources."
Brigham, "Geographical Influences in American History."
Semple, "American History and Its Geographical Conditions."
Adams, "Elementary Course in Commercial Geography."
Trotter, "Commerce of Geography."
Lyde, "A Short Commercial Geography."
Curtiss, "Articles in the Chicago Record-Herald."
Rand, McNally & Co., "Journal of Geography."
"The National Geographical Magazine."
Dunton, "The World and Its People." (Geographical Readers.)
King, "The Picturesque Geographical Readers."
Carpenter, "Geographical Readers."
Ridgway, "New Basis of Geography."
Shaler, "Brooks and Brook Basins."
Stoddard, "Lectures."
Reclus, "The Earth and Its Inhabitants."
"Standard Encyclopedias."
King, "Methods in Geography."
Parker, "How to Teach Geography."

HISTORY.

The end of history-teaching must always regard the acquiring of the facts of history, accurately learned and strongly and clearly held. But the great aim is to help pupils grasp historical fact in large outlines, in its broad relations; to imbue them with its spirit; to give a persistent impulse to read History.

The study of History should widen the horizon and strengthen the judgment; develop sincere, clear-eyed public spirit and deepen reverence for great men; increase faith in our institutions and devotion to their preservation and growth.

With reference to such scope of work pupils are expected to make large use of the library as part of the course in History. The study should be pressed along these lines. Assignment of broad topics, sufficiently definite to read to, with references to available sources of information; the discussion and digestion of relevant material brought to the class by members in common, or by individuals, or by the teacher; the elaboration of a comprehensive topical outline—not too minute—with references to authorities.

Independence in hunting down information by means of indexes and the preservation of results in properly made notes should be made a definite aim of class instruction, including the collection and arrangement of clippings.

In Grades I to V, inclusive, the work consists of narration and reading of stories from our national history, selected with reference to other work, as Geography, or to special days.

In Grades IV and V these are selected with special reference to the topics in Geography. The history stories for these grades are listed in connection with the Geography topics with which they correlate. Like the Geography, this portion of the course in History follows Dr. C. A. McMurry's plan.

SIXTH GRADE.

Periods of discovery, exploration and settlement presented mainly in the biographies of its more significant characters.

Colonial life: Community and home: social customs, dress, manners. Travel. Industry and trade.

SEVENTH GRADE.

The Indian and inter-colonial wars. The Revolutionary War. Government: Colonial; the Continental Congresses; the articles of confederation—to the adoption of the constitution.

EIGHTH GRADE.

Formation and adoption of the constitution. Development under the constitution—to the present time.

NUMBER.

The first consideration in number teaching is to develop a lively "number sense" that quickly and nicely perceives number relations, that detects incongruities, that images magnitudes in their relations accurately, that guides the mind with directness and confidence in its thinking of numbers. The initial work is based on the conception that number is a "phase of thinking;" that it "arises from constructive (psychical) activity, from the actual use of certain things (material, tools) to reach a certain (definite, preconceived) end;" that "the pupil may (must?) perform many operations and reach definite results by implicitly using the ideas they involve long before these ideas can be explicitly developed in consciousness;" that "rational action (constructive use) will pass over of itself when the time is ripe into abstract reasoning." (Dewey: Psychology of Number.)

In Grades I and II, therefore, there will be no distinctive number classes for drill in the formulation of abstract number combinations. Facilities will be provided for much constructive work, with special effort to invent exercises related to work in hand in other lines, according to suggestions contained in the outline of related number given below.

This outline is intended only to show how simple a matter it is to set the child to thinking numbers naturally and easily as an inevitable phase of his activity in dealing with things and in his associations in school. No attempt is here made to grade this work in the usual sense of that term; that would at once introduce a formality which is hostile to the spirit and purpose of this work. The nature of the work relative to the other school and home interests and to the capability of the children is a sufficient guide.

In Part III, Construction, the end is not the making in itself, but thinking out a set of conditions and discovering how to adjust tools and material to fulfill such conditions, and then realizing the discovery in tangible execution. The exercises should be contrived and presented in such a way as to stimulate the child to devise the construction needed and the method of execution. This will, of course, involve technical instruction as to the use of things given to work with. Dictation exercises are valuable for this purpose. The ability to take and carry out directions is none too common and is worth seeking to develop. While not the prime considerations, accuracy and beauty of construction are to be sought constantly, without sacrificing or impairing the greater ends of this work.

RELATED NUMBER WORK.

I. ADMINISTRATION.—(1) Attendance. Pupils counted—by ones, by twos, by unequal addends.

Count and see how many boys present in row 1. How many girls? How many pupils? How many boys absent? How many girls? How many pupils? Same for rows 1, 2, 3, etc., in the school.

How many boys belong in row 1? How many are there? How many must be away?

(2) Distribution of material by rows or by classes or both. A monitor comes to teacher for each row. How many sheets of paper, pairs of scissors, pencils, books, etc., do you need? Teacher hands him some.

How many have you? Is that as many as you need? Do you need as many as that? How many more do you neeed? Return me all you do not need. Or, child goes to supply and counts out for himself, under teacher's eye, what he needs; encourage to count not only by ones, but by twos and threes, or to count by unequal addends.

Where practicable, appoint monitor to take teacher's place in supervising distribution of material.

(3) Reading. Finding page by number. Finding line on the page or word in the line by number. Finding line or a given word on which drill is being given; find it agan; again; how many times to be found? Group words phonetically; by rhymes, etc.; how many in each group? Number as involved in stories told or the subject matter of the reading lessons.

II. SCIENCE.—(1) Weather record. Days and dates. Find date by addition from day to day, Friday to Monday; character of weather denoted by disks of colored paper; number of clear, cloudy, rainy, etc., days in the week? in the month? Comparisons; averages. Prevailing winds. How many days had we a west wind? Northwest? Northeast? South? Of which had we the most?

(2) Thermometer; children taught to read. Draw to scale; on board, 1 in. equal 2 degrees; on paper, 1 in. equal 10 degrees. Draw five side by side on one sheet; mark daily readings; at end of week connect points of daily marking, so getting graphic representation of variation. As children are able, change scale to ½ in. equal 2 degrees, ¼ in. equal 2 degrees.

Comparisons:—How many degrees higher, lower, to-day than yesterday? etc.

(3) Time. Hours, half hours, quarter hours; ½, ¼, ¾ of 60 min. Counting by fives first on clock face, then independently, to 30; to 60; products of 5 min. to 5 times 12. Multiples of 5 min. plus 1, 2, 3, 4 min.

Making clock face. See Construction.

(4) Measurement. Children measure each other. Growth of twigs—comparisons. Soils—definite amounts measured out by the children; loam, sand, etc., separated, measured and compared. Weights—absorption of water by seeds; elements of soil compared.

III. CONSTRUCTION.—(1) Learning the foot rule, graduated at first to inches, then to half-inches, and so on, to ordinary ruler. Compare with 1 in., 2 in., 6 in., sticks. Compare these with each other. Stick-laying, using sticks of above lengths.

(2) Ruling lines, squares, oblongs to dictation and scale. Sheets for weather record. Wind charts—thermometers, etc., Record sheets—score cards—for games. In all construction, children make any computations necessary to get total lengths and breadths and effect of any allow-

ance, e. g., laps in making boxes; for cover of a box compared with the box itself.

(3) Related objects. Trays for paste. Boxes of various shapes and sizes for seeds, soil, pencils, crayon, and other collections and material; for measure, cubic inch, two, four, eight cubic inches. Circle markers:—1 in. by 6 in., divided into inches; ½ in. by 6 in., divided into ½ inches. Circles of colored paper for weather record. Clock dials on board. Draw with strings, making outer circle 12 in. in diameter, inner 10 in., the inner 5 in. Envelopes, book covers, etc. Mounting sheets.

(4) The School Garden. Children assist in planning beds in all calculations involved here, in the developments of germination and growth, and in the results.

(5) Objects suggested by Literature or Reading. Story of Three Bears: Tables, chairs, beds; Hiawatha: wigwam, canoe, bow and arrows; Eskimo: igloos, sleds, etc.

IV. Games.—One large advantage of games is the opportunity to carry over the number notion and processes into the children's own field of activity beyond the walls of the school-room and the immediate urgency of the teacher. Any game to which a score may be put can be thus used. Children should make this practicable. Results should come under review of the teacher. Hints as to rapid and easy combinations in making up scores should be freely given.

As the children, as classes, or individually, give evidence that they have made abstractions of number facts, they should be led to formulate them, and these formulations should be frequently called for. These need not, will not, and even should not come in any fixed order, but the teacher should make note of them as they come. During the second year—at any rate, during the latter half of it—the pupils should be definitely expected to know:

a. The primary and many secondary facts of addition and multiplication and the correlative facts of subtraction and division.
b. How to count to 100 by 1's, 2's, 10's, 5's, 11's, and perhaps by 3's and 4's.
c. How to read numbers by Arabic figures to 100, and by Roman figures such numbers of lessons or pages as occur in books they are using.
d. Much about fractions and their use.

Definite tests should be given to ascertain what they know and exercises should be planned to supply deficiencies. However, the limits given above may be too broad for any class and for any pupil by whom they cannot be reached on the basis laid down above.

In Grades III to VIII, the Werner Arithmetics will be used as text-books, arranged as follows:

Grade III—Book I, pp. 9-129.
Grade IV—Book I, pp. 129-256.
Grade V—Book II, Part I.

Grade VI—Book II, Part II.

Grade VII—Book III, pp. 7-170, omitting the Geometry.

Grade VIII—Book III, completed, omitting the Geometry, and reviewed.

NOTE.—In using the above series, teachers should keep carefully in mind:

a. That these books are not only a presentation of the subject-matter of Arithmetic, but more especially a *method* of presentation; that to handle the work properly the teacher must know this method; and that a careful and continual study of prefaces and foot notes is essential to a sufficient teaching knowledge of the grade work.

b. That the method of the book is progressive; hence the teacher must be thoroughly acquainted with the work that precedes and follows that which she is to do.

c. That before a given lesson is assigned, the children should have been prepared for it by previous instruction.

d. That it is not intended, in presenting a subject in a given lesson, to exhaust the subject, but only to master the given phase as a development of the previous lesson.

e. That the decimal arrangement of the book is intended to facilitate carrying out these suggestions and maintaining the unity of the general subject of Arithmetic.

In all teaching, observe faithfully the following suggestions:

1. Help pupils to a careful reading and interpretation of the problem before an attempt is made to solve the same. In other words, aim to have pupils do clear imaging and see relations.
2. Seek for readiness in reaching approximate results.
3. Require accuracy and rapidity in the performing of operations. This will be gained by thoughtful repetition.
4. Require logical reasoning and clear, direct statement of steps in the solution of problems; avoid undue verbiage.
5. Give pupils occasion to apply the arithmetic learned in the schoolroom to problems of everyday life; look for that sort of problems.
6. Acquaint them with some actual business methods, as gained from men in actual business—men of the various trades and special business, contractors and manufacturers.
7. Pupils should possess a body of useful number facts, well learned.
8. Pupils should possess an attitude of mental independence toward number and the handling of number, and independent skill in good "short methods."

References:—McLellan and Dewey's Psychology of Number; Cook's Methods in Written Arithmetic.

INVENTIONAL GEOMETRY.

In Grades VII and VIII, Inventional Geometry will take the place of Arithmetic one day a week, following the outline of topics given below.

References:—

1. Cubes:—

NOTE.—A solid—like sides, called squares; straight edges—same length—corners alike—made by lines meeting across; therefore right or square angles.

Construction of cube. Position of its surfaces, if placed out flat.

Problems (inductive).—Number of sides, edges, corners, etc. Relative number, perimeter of surface, area of surface, volume of cube.

Terms developed from surfaces. Lines, the intersection of surfaces; the boundary of surfaces; shortest distance between two points; path of moving point; kinds of lines, as to position of surfaces—vertical, horizontal, oblique.

Terms developed from cube.—Horizontal surface, parallel surfaces, vertical surfaces, perpendicular surface.

Construction.—Straight. How to divide a straight line into a number of equal parts; erect a perpendicular to a given line at any point; drop a perpendicular to a given line from any point without; draw a line parallel to a given straight line; construct a square (two ways).

Application: Measure of Volumes.

2. Parallelopiped.

Comparison with cube.—In number of surfaces; length of edges; kinds of surfaces represented.

Rectangle:—Area of surface—perimeter; volume of parallelopiped; comparison of surfaces considered thus far (4-sided); classification of all 4-sided surfaces or quadrilaterals.

Parallelograms.—Right angled—rectangles and squares; not right angled, rhomboid and rhombus.

Trapezoid and trapezium.

Angles represented here not right angles; how named. Acute and obtuse angles; supplementary and complementary angles.

Construction.—Right angle; to bisect an angle; to construct angles of 45 degrees, 22½ degrees; rhombus, rhomboid, etc., one side given; to construct angles of 60 degrees—no proof; to construct angles of 30 degrees, 150 degrees, etc.

Application:—Diagram of house or granary placed on board, drawn to scale. Find perimeter of each room. Find wall surface of each room; floor surface of each room. Find cost of carpeting each room; of papering each room; of plastering each room; of excavating for cellar; of building foundation. If building be a granary, find capacity in bushels of room A, etc. If room be a cistern find its capacity in gallons, in barrels.

3. Prism.

Meaning of term.

Parts; bases, lateral faces.

Named according to shape of bases. If three-sided bases, triangular.

Kinds of triangles as to length of sides—equilateral, isosceles, scalene.

Review of triangles illustrated in each; parts of the angle; explain protractor; estimate and prove the size of different angles in the triangular base of prisms.

Construction of prisms, of different bases.

Computing the area of the surface in the prism—area of triangle found by experiment.

Construction of triangles with protractor and ruler.

Construction of triangles given two sides, angle of 45 degrees.

Construction of triangles, given one side and two adjacent angles.

Construction of perpendiculars from middle points of triangles.

Dropping perpendiculars from vertices of triangles; lines meet at a common point. Illustrate that angles of a triangle equal two right angles.

Problems.—Given one angle of an isosceles triangle to find others, etc.

4. Solids having curved surfaces—Cylinder.

Surfaces: Two parallel plane surfaces, one curved surface.

Construction of cylinder—Compare with prisms, bases, sides.

Base of cylinder, a circle.

Definition of circle. Parts—center, circumference, radius, diameter, arc, chord.

Comparison of diameter and circumference (inductively).

Comparison of circle and square; relative area of the two.

Area of curved surface of cylinder. Volume of cylinder.

Applications.—Measurements of cisterns, barrels, casks, bottles, cylindrical tin vessels, drain tiles, etc.

5. Sphere.

Surface, everywhere curved.

New terms in connection with sphere;—great and small circles, poles.

Compare with earth. Terms:—Hemispheres, circles, tropics, longitude, latitude.

NATURE STUDY.

This work is under the general direction of the head of the Science Department. Outlines are prepared amplifying the course of study and forecasting the studies of each month; each topic is elaborated and discussed with the student teachers in regular teachers' meetings. The daily work is under the constant observation of the critic teachers and in immediate touch with the science laboratories.

In the lower grades, the studies are of an informal nature, aiming to acquaint the pupil with the more familiar features of his environment and to foster in him a sympathetic interest and a spirit of inquiry. In the intermediate classes there is an increasing emphasis upon the interpretative, experimental and economic aspects of the study. There is also an increasing opportunity to elucidate and enrich the other lines of study, and to exhibit the practical bearing of scientific knowledge on the conditions of living and on commercial and industrial processes. The course calls for much experimentation; such investigations must be developed inductively and must be the pupil's means of solving problems which have arisen in the classroom. In the grammar grades there is occasion to organize and systematize the studies so that they take on in considerable measure the aspect of elementary science.

In each grade some form of individual nature-study notebook is kept, serving as a record of the work done; nature notes and calendars are preserved from year to year. While the topics chosen are determined largely by the changing panorama of the seasons, there is nevertheless considerable correlation with other studies. In all grades, in the winter term, ten weeks are devoted to the study of Human Anatomy, Physiology and Hygiene, including instruction as to the effects of alcohol, tobacco and narcotic poisons. In the spring term, especially, the school garden receives appropriate attention. In each room, collections are made of nature-study material, to remain as the permanent property of the school.

In the course which follows, more material is suggested than can be treated in the time allotted; there is opportunity, and even necessity, for choice. But throughout this work the purpose is not to cover ground, but to develop appreciation and power. The soul of nature study is the attitude it engenders.

(References marked (N) are printed leaflets issued by the Science Department under the title of "Northern Illinois Nature Studies." They are distributed to the students in the department and to student teachers in charge of nature-study classes.)

FIRST GRADE.

FALL.

Report and discuss summer experiences out-of-doors.

Identify the most common fall flowers; make flower chart; record dates.

References:—Blanchan's Nature's Garden; Mathews' Fieldbook of American Wild Flowers.

Seed dispersal in thistle and milkweed.

Identify the most familiar trees; note differences in leaf coloration in different oaks; collect autumn leaves and make chart.

Study flower of evening primrose and of nasturtium.

Picture the landscape at the first of each month.

Make weather chart for each month, using colored circles to indicate kind of day. Ornament chart with appropriate drawing or with seasonable science material.

Identify those common birds which are flocking to go south; robin, bluebird, bronzed grackle. Look for winter birds from the north.

Note garden activities in the fall. Gather sunflower seeds and lima beans for planting next spring.

The apple, in connection with Thanksgiving; studied in detail. Plant seeds of apple and other fruit trees.

The locust; habits, means of protection, organs of special sense. Comparison with grasshopper and katydid.

The first snow; study crystals; compare with frost and ice.

The cat. Habits, adaptations, food, enemies, special senses, mental traits.

References:—Schmeil's Introduction to Zoology; Brehm's Life of Animals.

Clothing. Hygiene of dress. Purposes of clothing. Kinds of material. One week devoted to this subject as a topic in physiology.

The Christmas tree. Study of the character of the Norway spruce; why is it suitable for a Christmas tree? Form, mode of branching, foliage.

WINTER.

Clothing (continued from fall term). Dangers from tight clothing, from wet clothing; necessity for change of clothing, bathing, etc. Airing of bed clothing. Parts of the body needing extra precaution. Danger of too early change of clothing when warm weather comes, etc.

Food; eating and drinking. Our bodies compared to a stove or to an engine. Activities of the body; necessity for food. Growth; exercise, good air and water; sleep; regular habits. What and how to eat. Care of teeth. Cooking. Drinks: ice water; tea and coffee; alcoholic beverages; temperance in all things. Effects of tobacco.

Reference:—Krohn's Graded Lessons in Hygiene.

The care of house plants. Plant nasturtium in window boxes.

The frog (from an aquarium). An animal from the pond; its habits; temperature, hibernation. Locomotion, protective coloration; breathing, croaking. Food; enemies. What shall we look for in the spring?

Breathing; ventilation. Need for air; effect of exercise. How to breathe; extent of lungs; posture. Fresh air; how to ventilate schoolroom, bedroom, etc.

Weather charts for each month.

Watch for returning birds; habits of robin and bluebird.

SPRING.

Elm, soft maple, and willow twigs. Flower and twig buds. Later, the apple twig; bud, blossom, and developing fruit.

Bird identification and habits. Flicker, redhead, meadow lark, crow.

Weather chart, noon shadow, length of day; date of last snow.

Growth of underground parts; identification of dandelion, thistle, burdock, etc.

Identification of a few common spring flowers; flower chart, with dates. Special study of buttercup and violet. Collect wild flower seeds.

Garden: Gladiolus. lima bean (climbing), sunflower, tiger lily. Seeds of wild flowers and of elm and silver maple.

SECOND GRADE.

FALL.

Report summer observations.

Care of garden. Study lima bean and sunflower.

Note outlines for First Grade; identify additional birds, trees and fall flowers: special study of a few common ones, easily observed.

Prepare earth and plant fall bulbs of narcissus in pots or window boxes; start bulbs of Chinese lily in bowl of water on pebbles; study a bulb to learn what it is. Follow development of these plants in science notebooks, with notes and drawings; record dates of planting, appearance above ground, blossoming, etc.

Reference:—(N) October.

The cricket; its peculiarities of behavior, color, form; male and female; comparison with locust.

Cabbage butterfly; life history. Other caterpillars and cocoons.

Seed dispersal in burdock, sticktight, and cocklebur.

Distinguish acorns of red, scarlet and bur oaks; plant acorns and other nuts in partial shade.

The pumpkin plant, flower and fruit; in connection with Thanksgiving.

Review topic of clothing.

The pine tree; compared with Norway spruce. Cones.

Weather chart for each month, with disc for kind of day and arrow for direction of wind.

WINTER.

Review topic of food, eating and drinking; effect of alcohol and tobacco.

Emergencies. Treatment of cuts, scratches, bruises, burns; nosebleed, frostbite, choking, fainting, broken bones, foreign substances in eye, sting of insects, etc.

Special senses. Means of gaining knowledge or pleasure. Care of each organ; care of hands.

Intemperance; abuse of the body by use of alcoholic and narcotic poisons.

Good habits; cleanliness, posture, language, courtesy.

Bulb plants in blossom.

The dog, studied as was the cat last year.

References; Shaler's Domesticated Animals; Hodge's Nature Study and Life; Brehm's Life of Animals.

The winter birds. Identification and habits of those available. Attraction by food.

References: Hodge's Nature Study and Life. (N) "Winter Birds."

Plant pansy seed in window box.

The hen.

Reference: McMurry's Special Method in Science.

Weather chart, noon shadow, phases of moon, north star, etc. Individual weather record for week prepared by each pupil.

Spring signs.

SPRING.

Bird calendar. Study screech owl, hawk, blackbirds, or other birds of the neighborhood. Do not overdo pictures.

Identification and calendar of oaks; leaves and blossoms.

Identification of spring flowers; plant wild flower seed; special study of spring beauty, mandrake, wild rose.

Biographical study of dandelion.

Reference: Bailey's Lessons With Plants.

Collect and plant tree seeds; red elm, white elm, silver maple, willow, cottonwood.

Reference: Hodge's Nature Study and Life.

Pond animals; crayfish with young; frog spawn; insect larvæ (dragonfly, water tiger, etc.).

Garden: Morning glory, aster; radish, pumpkin. Transplant pansies. Tree seeds or seedlings.

THIRD GRADE.

FALL.

Care of garden.

Morning glory; study plant and flower; collect seed. Other climbing plants; woodbine, Boston ivy, wild cucumber, wild grape, etc.

Seed dispersal in dock, violet, balsam and tumbleweed.

Gather and plant seeds of ash, box elder, pine, etc. Obtain seedlings for transplanting. Preserve collection of tree seeds in vials.

Reference: Hodge's Nature Study and Life.

Insect preparation for winter; try to get locusts to lay eggs in box of soil; make provision for hibernation of certain butterflies and for pupation of certain caterpillars. Monarch and mourning cloak butterflies.

Reference: (N) "Our Common Butterflies."

Fallen leaves. Autumn bonfires; value of ash. Sprinkle ash or powdered dead leaves upon house-plants and upon tree seeds or seedlings in nursery bed. Leaf mould. How rich soil is formed.

Autumn activities of garden, farm and orchard; in connection with Thanksgiving.

Study of the pumpkin plant in the school garden.

Rosette habit in plants. Field study of thistle, mullein, plantain, etc. Relation to light, cold, moisture, etc.

Reference: Coulter's Plant Studies.

Pebbles. Life history of river, lake and glacial pebbles.

Reference: Charles' How to Read a Pebble.

Weekly weather books kept by each pupil. Familiarity with thermometer.

Stock an aquarium with various forms of pond life before the water freezes.

Garden vegetables; storing, preparation, ways of cooking. Purposes of cooking. The cooking of other foods. A topic in physiology.

WINTER.

Winter birds. Three food groups; woodpeckers, sparrows, birds of prey. Economic value as destroyers of insects, weed seeds and rodents.

References: (N) "The Woodpeckers"; (N) "The Sparrows and Their Relatives"; (N) "The Birds of Prey." Migration problem largely a question of food supply; attracting the birds.

Hygienic problems. Enlarging upon work of previous grades, consider questions of clothing, cleanliness, food and drink, habits, posture, exercise, breathing, ventilation, special senses, emergencies and minor accidents.

Elementary anatomy and physiology. Appealing to experiment and experience, teach nature and functions of stomach, heart, lungs. Effect of alcoholic and narcotic poisons upon these organs.

Reference: Krohn's Graded Lessons in Hygiene.

Care of house plants. Experiments on ascent of sap and on transpiration. Plant sweet peas in window box. Importance of food storage in seed; experiment upon pea seedling, removing cotyledon.

References: Coulter's Plant Studies; Bergen's Foundations of Botany; (N) "Experimental Plant Physiology."

The rabbit.

The toad, from aquarium, or from hibernation in window box.

Weekly weather book.

SPRING.

Tree Calendar; awakening of winter bud; transplanting of seedlings.

Further studies of familiar birds; nesting habits; peculiarities of flight.

Wild flowers; transplant to garden. Make room herbarium.

Collect toad spawn and rear tadpoles.

Injurious insects of the garden. Potato beetle, cucumber beetle, cabbage butterfly, squash bug. Insectivorous animals; toad and bat; birds.

Insect galls on trees. Pine cone willow gall; coxcomb elm leaf gall.

Reference: (N) "Insect Galls on Trees."

The clovers: white, red, and sweet. Economic importance; provision for insect visitation. Study of the flower head. The making of lawns. The work of bumblebees; the bumblebee home and life history.

Garden: Flax, carrots (for rabbits, etc.), potato, lily of the valley.

FOURTH GRADE.

FALL.

Care of the garden.

The locust and its relatives (Orthoptera). Adaptations to mode of life; comparative study of locust, grasshopper, cricket, katydid and walking stick. Other instances of protective resemblance.

References: Needham's Zoology; Riley's Destructive Locusts; Comstock's Manual for the Study of Insects; Jordan and Kellogg's Animal Studies; (N) The Locust and Its Relatives.

The corn plant and its relatives (grasses and grains). Biological and economic study.

References: McMurry's Special Method in Nature Study; Sargent's Corn Plants; Bailey's Lessons With Plants.

Animals of the pond. Turtle, mussel, snail, crayfish, muskrat.

Animals of the Zoo; a study of wild animals in captivity. Wolf, fox, coon, red squirrel, flying squirrel, possum, rabbit, etc. Pet animals. Habits, food, distribution, relatives, domestication, disposition. Game preserves; trade in wild animals for menageries. Domestic animals; origin, ecology, breeds, characteristics, care of young; commercial products and related industries.

References: Schmeil's Introduction to Zoology; (N) "The School Zoo"; Shaler's Domesticated Animals; Brehm's Life of Animals; Stone and Cram's American Animals; Romanes' Animal Intelligence; Bostock's Training of Wild Animals; readings from Burroughs, Thompson-Seton, Long.

The turkey, wild and domesticated; in connection with Thanksgiving.

Kinds of teeth; structure and care of the teeth. Anticipated in the study of the mammals. Comparative study of mastication.

WINTER.

A study of levers. Developed inductively.

Bones; the framework of the body. Function, structure, hygiene.

Forms of exercise; the muscular system. The tobacco heart. Games; the gymnasium.

Structure, functions and care of the skin. Bathing. Effects of alcohol on nervous system.

Reference: McMurry's Special Method in Science.

Forms of water; evaporation, freezing; solutions; filtering, etc. History of a rain-drop. Drinking water. Hard and soft water.

SPRING.

The elm tree; flower buds and twig buds, significance of size, position, time of development; the age of twigs; bud arrangement and its effect upon the character of branch and tree. Kinds of elms; historic elms. Calendar of elm tree.

References: Keeler's Native Trees; Newell's Reader in Botany; Bailey's Botany; (N) "Spring Study of the Elm Twig."

The woodpeckers. Biographical studies of our five common woodpeckers; the common characters of the group; economic value.

Reference: (N) "The Woodpeckers."

Wild flower garden; list of wild flowers known; calendar; underground parts.

References: Coulter's Plant Studies; (N) Northern Illinois Flower Calendar.

The pond; toad, mosquito, dragonfly. Metamorphosis.

The house-fly.

The garden. Dahlia; carrot, parsnip; cotton; tree seeds. The cotton is to be planted in the hotbed or in the schoolroom in April, and transplanted to the garden in May.

FIFTH GRADE.

FALL.

Care of the garden. Store carrots for the Zoo animals. Bring cotton plant indoors.

Leaf coloration and leaf fall. Field and laboratory studies. Calendar.

References: (N) "Autumn Studies With Plants"; (N) "October."

Water in the plant. Experimental studies suggested by preceding topic.

Reference: (N) "Experimental Study of Water in the Plant."

Special study of the oaks. Scarlet, red, bur and white oaks.

Reference: (N) The Oaks.

Planting of nut tree and fruit tree seeds and seedlings. Take up dahlias.

Deciduous vs. evergreen habit in trees.

Forestry; forest preserves; uses of woods and mode of finishing woods; collection of woods.

References: Pinchot's Primer of Forestry; Bruncken's N. A. Forests and Forestry; Hough's Collection of Woods.

Goldfish and perch.

Reference: Colton's Zoology (two parts).

Thermometer; radiation, conduction, convection; expansion, etc. Laboratory studies.

Monthly weather book. (N)

WINTER.

The nutritive process; ways and means of digestion. The parts of the digestive system; foods and foodstuffs; chemistry of digestion; temperance in eating and drinking; effects of alcohol and tobacco. A ten weeks' connected study of the human body, with ample illustrative material from plant and animal life, and with many simple experiments.

Reference: (N) "Physiology in Intermediate Grades."

The English sparrow.

Plant cabbage in hotbed.

Begin bird calendar.

References: (N) Birds to be Found in Northern Illinois in Winter; (N) Northern Illinois Bird Calendar.

SPRING.

Plant pinks (Dianthus) in hotbed.

List of birds known. Bird calendar.

The sparrows; biographical studies of the sparrows and their relatives. Group characters.

Reference: (N) "The Sparrows and Their Relatives."

The Audubon Society; its aims and its work; organization of a chapter.

Transplanting; grafting. Practical work with trees and shrubs.

Reference: Hodge's Nature Study and Life.

The trillium. Detailed study of the plant; morphology of the flower parts.

Reference: Boyer's Elementary Biology.

Identification and life histories of common weeds.

References: Yearbook, Dep't of Agriculture, 1895—Two Hundred Weeds; Yearbook, 1898—Weeds in Cities and Towns.

The willow; tree, flowering, pollination, seeds.

Insect galls on trees; pine-cone willow gall, coxcomb elm-leaf gall, corrugated cottonwood gall, oak apple.

References: Comstock's Manual for the Study of Insects; (N) Insect Galls on Trees.

Garden: Strawberries; fruit bushes; cabbage; pinks.

Reference: Bailey's Garden Making.

SIXTH GRADE.

FALL.

Care of the garden.

The cabbage butterfly and its relatives (Whites and Sulphurs).

References: Holland's Butterfly Book; French's Butterflies of Eastern U. S.; Scudder's Butterflies.

Spiders.

Reference: Report of Agricultural Experimental Station, Ithaca, N. Y., 1901.

Pebbles; rocks; glacial evidences. Collection of specimens.

References: Shaler's First Book of Geology; Charles' How To Read a Pebble; Tarr's Physical Geography.

Origin and composition of soils.

References: King's The Soil; Burkett, Storms and Hill's Agriculture for Beginners; Bailey's Principles of Agriculture.

The earthworm. Habits; economic importance.

Reference: Darwin's Action of Earthworms.

Structure of soils; experimental study of soil moisture; capillarity, permeability, drainage, wells. Recall work on "Water in the Plant" done in fall term of Fifth Grade.

References: Hodge's Nature Study and Life; Johnson's How Crops Grow; Johnson's How Plants Feed; Bailey's Principles of Agriculture.

Planting of fall bulbs. Preparation of soil.

Birds as weed destroyers. Economic study of the sparrow tribe. Collection of weed seeds.

References: (N) Birds as Weed Destroyers; (N) The Sparrows and Their Relatives.

Corals; fossils; minerals; collection and study of specimens.

Crystallization. Laboratory study.

The barometer. Pressure in liquids and gases. Monthly weather book.

References: Hayes' The Atmosphere; Waldo's Elementary Meteorology.

WINTER.

The cyclone. General storms. Monthly weather book.

Reference: Harrington's About the Weather.

Circulation; a ten weeks' study of human physiology. The manifold necessity for a system of circulation; the circulating media, blood and lymph; the channels of circulation—lymph vessels, blood vessels, heart. Demonstration and experiment. Effects of intemperance on circulatory system. Emergencies.

Planting of tomato, peanut and pansy in the hotbed.

SPRING.

Birds of prey.

References: Yearbook, Dept. of Agric., 1894; Hawks and Owls from the Standpoint of the Farmer.

Identification and study of trees in their winter condition; outline form, framework, bark pattern, buds and twigs, etc. Tree and shrub calendar. Collection of twigs, leaves, flowers and fruits of trees. Tree map. Historic trees.

Reference: (N) "Identification of Trees in Their Winter Habit."

The flycatchers. Phoebe, wood pewee, least flycatcher, kingbird.

The mustard family.

References: Bailey's Lessons With Plants; Gray's Manual of Botany.

Insects injurious to trees and garden. Spraying. Pruning.

References: Hodge's Nature Study and Life; Lodeman's The Spraying of Plants; Saunders' Insects Injurious to Fruits.

Varieties of fruit trees.

Garden: Beet, potato, tomato, peanut, grape (from cuttings); pansy, geranium.

SEVENTH GRADE.

FALL.

Care of garden.

Weekly summaries of nature notes.

Flower of evening primrose and of sweet pea.

Reference: Bailey's Lessons with Plants.

Study of the legume and the capsule, as types of fruits.

Reference: (N) "October."

Review of seed dispersal.

Potting geranium slips.

Study of beetle and bug; Coleoptera and Hemiptera.

The snake; the bat.

The pump; further studies of pressure in fluids.

Forecasting the weather. The work of the Weather Bureau. Monthly weather book.

Reference: Harrington's About the Weather.

WINTER.

Respiration. Mechanics and mechanism of breathing. Chemistry of the air. Blood corpuscles as carriers of oxygen. The body as an engine. Heat regulation. Ventilation and allied topics. Effects of intemperance on respiratory and nervous systems.

Zoogeography.

The green-house. Vegetation of the tropics.

SPRING.

Weekly summaries of nature notes.

Herbarium. Flower calendar.

Fertilizers; plant foods; rotation of crops. Watering the garden with a rake. Experimental studies in laboratory and garden.

References: Johnson's How Crops Feed; Johnson's How Crops Grow; Voorhees' Fertilizers; Roberts' Fertility of the Land; Bailey's Garden Making; Bailey's Principles of Agriculture.

The rose family, from botanical and economic standpoints.

The wood warblers. Calendar of the coming and going of warblers.

Reference: (N) "The Wood Warblers"; Chapman's Handbook.

Poultry raising.

Reference: Watson's Farm Poultry.

The clover family. Botanical and economic studies.

Bee, ant and wasp.

Moss and fern; life histories.

Garden: Experimental studies with fertilizers; radish, beets, corn, peas. Canna, aster, hollyhock.

EIGHTH GRADE.

FALL.

Weekly summaries of nature notes.

Care of the garden.

Continue herbarium, collecting fall flowers.

Classification of insects, with collection. Life histories. Economic entomology.

Agassiz Society.

The composite family.

Study of fruits: the akene, berry, pome, pepo.

References: (N) "October"; Bailey's Lessons With Plants; Gray's Lessons in Botany.

The dairy industry. Feeding. The silo.

References: Jordan's Feeding of Animals; government and state bulletins.

Domestic animals; cow, horse, pig, sheep. Ancestry; ecology; breeds.

Work of the Department of Agriculture and of the State Experiment Stations.

Telescope and microscope. Studies in light.

WINTER.

Bacteria, in arts and sciences. Surgery. Hospitals. Contagious diseases.

Reference: Conn's Germ Life.

Emergencies. Poisons. Medicinal uses of plants. Alcoholic drinks and tobacco.

Public health; sanitation. Food adulteration.

Animal parasites.

The nervous system and special senses; effects of intemperance.

Electricity and magnetism.

SPRING.

Weekly summaries.

Water birds. Migration phenomena. Game laws.

References: (N) Waders and Shore Birds; Blanchan's Game Birds.

The pond as an ecological group.

Food storage in seeds.

Plant physiology; tropisms; plant societies.

References: Macdougal's Experimental Plant Physiology; Coulter's Plant Studies; Bergen's Foundations of Botany.

Pollination; plant breeding.

References: Hodge's Nature Study and Life; Bailey's Lessons With Plants.

The pine tree and its relatives.

The grasses.

Smuts and rusts; moulds and mushrooms.

Ameliorating factors in rural life.

Garden: Old-fashioned flower garden; shrubs; landscape gardening. Pollination experiments.

References: Keeler's Native Shrubs; Bailey's Garden Making.

DRAWING.

Drawing is "a universal language" and as such is valuable as an added means of expression. In reading, literature, science, geography, history, etc., expression by drawing should be encouraged whenever it will aid in securing stronger impressions or in giving clearer ideas to others. In science, drawing is a very important means of *acquiring* knowledge; in the other studies mentioned it is more useful in *expressing* knowledge. However, the ultimate aim in the drawing work should be the cultivation of a habit of susceptibility to, and appreciation of, beauty of form and color, and to this end the study of actual form is made the basis of original creative work on the part of the child, and he is encouraged always to give thought to good arrangement and spacing and to harmonious color schemes.

The mediums used in all grades and in each term according to the nature of work, are pencil, brush and ink, colored crayon, blackboard and crayon and water colors. Clay, raffia, native grasses and other fibres, paper, cardboard, etc., are used freely in constructive work in the primary grades, while the intermediate and grammar grade pupils get constructive work in the manual training course. In all shop-work and in some of the "making" in the primary grades, the constructive or working drawing plays an important part.

FALL TERM—

Nature Study:—Autumn leaves, flowers, grasses, seed pods, fruits, vegetables. Landscape work, paying particular attention to the study of trees.

Illustrative work in connection with the other studies in the course.

Work related to the Thanksgiving and Christmas seasons—largely of the nature of decorative and constructive design.

WINTER TERM—

Continue such of the topics already mentioned as relate themselves to the winter season, the window gardens furnishing material for further studies in plant work.

The subjects to which particular attention is given this term are figure pose and animal drawing. The figure pose, as far as may be, should illustrate the reading, literature, geography, history and in primary grades, children's work and play.

Object drawing, including toys, still life, and in the grammar grades, type forms (cube, cylinder, etc.) for developing principles of perspective. These forms should serve only as a means to an end and should be used sparingly.

SPRING TERM—

Nature study as suggested by the season—growth of bud and blossom, grasses, birds, etc. Study and draw trees, dwelling upon characteristic form and color.

Landscape drawing, expressing time of day, aspects of weather and change of season in sky, land and water.

PHYSICAL TRAINING.

FOR THE PUPILS IN THE TRAINING SCHOOL.

AIM—

1. To develop and maintain good health and counteract many of the ills of school-room environment.
2. To stimulate a desire to acquire greater strength, properly distributed, and to correct any personal defects which may have arisen from neglect or misuse of physical powers.
3. To develop self-control, self-reliance, attention, concentration of thought and dexterity, laying a basis for successful manual as well as mental and moral training.
4. To develop rhythm and co-ordination that will produce a natural and unconscious grace of movement.
5. To develop a symmetrical body under the perfect control of the will.
6. To make the subject of physical training in the school-room attractive to the pupil, furnishing him with recreation and rest, through change of activity, and the sense of exhilaration afforded by the exercise.

METHOD—

A lesson daily, graded according to the physical and mental powers of the pupil.

These lessons consist of exercises from the Swedish system of gymnastics, games, motion songs, marching, military tactics, fancy steps, Indian clubs, wands, bean-bags, dumb-bells, hoops and such combinations of movements as are adapted to the age and surroundings of the child.

STUDENT TEACHERS, 1903-4.

One "class credit" is given for teaching one hour a day for a term; "room credits" are given for the care of a room for one-half of each day for a term.

NAME.	CLASS CREDITS.	ROOM CREDITS.	NAME.	CLASS CREDITS.	ROOM CREDITS.
Adams, N. May		5	Barradell, Albert E		4½
Aldrich, Louise	3		Bastlin, Julia		5½
Alley, Mary	½	4½	Brant, Kathryn	1	4
Alsterlund, Mabel	1½	3	Brown, Mrs. Ethel		4½
Althouse, Homer		8	Bryant, Ethel	1	4½
Anderson, Ernest	2		Burkhart, Laura	2½	
Baie, Tillie		3	Calloway, Ezra		3
Banker, Grace L		4½	Carmichael, Edith	1	
Bardmas, Alice	1		Carolus, Edith	1	
Barnes, Florence	1		Cary, Charlotte	4	
Barnsback, Birdie	1		Cheney, Zola	1½	
Barr, Gertrude	3		Cockfield, Mabel		3

NAME.	CLASS CREDITS.	ROOM CREDITS.
Coultas, Ethel	1½	
Crowder, Mae	1½	
Cusator, Mary	2	3
Dart, Augusta	1	
Davis, Alice	3	6
Davison, Roxalena	3	
Dearborn, Lydia W.	½	4½
Dewey, Mabel	1	
Dunn, Bessie	2	
Du Von, Mabel	1	
Elliott, Gertrude	3	
Ely, Ruth T		4½
Ericson, Marie	4	
Fahrney, Florence		4
Farr, Alvin	2	
Ferron, Catharine	3	2
Fuller, Mary	½	3
Gibbs, Mildred		7½
Gilpatrick, Emily	3	3
Haight, Irene		2½
Haime, Mary	2	
Hartley, Vera	1	
Hartwell, Julia	2	
Harvey Edith	3	
Hendricks, Anna		3
Henning, Isabel V	5	3
Higinbotham, Helen	4	
Hohm, Mae	1	
Hosley, Grace M.	1	3
Howe, Helen	2	
Hull, Clara	4	
James, Nellie	1	
Johnson, Lillie	2½	
Jordan DeEtta	1	
Kastrup, Helen	2½	
Kelley, Kathryn	2	4
King, Lora	3	
Kitson, Ethel		6
Koehler, Elsa	2	3
Langworthy, L. Raymond	1½	3
Long, Vera	1	3
Lotz, Cora		5
Mann, Jessie	2½	
Mason, Anna	1	3

NAME.	CLASS CREDITS.	ROOM CREDITS.
McChesney, Caroline	1	3
McCleary, Sepha	3	3
McEwen, Frances	2	
McLean, Sarah		5
Mennis, Bertha	2	
Mitchell, Maude	1	4½
Montgomery, Grace	2	
Morehead, Edith	2	
Mull, Cora	1	3
Neill, Roxy	1	
Nelson, Annie		2
Nelson, Flora	1	
Newberry, Florence	½	
Nichols, Marvin	1	5
Nicholson, Marguerite	5	
Norlen, Esther	3	
Norton, Blanche	2	
Obye, Harriet	2½	
Partridge, Charlotte	1½	
Partridge, Eleanor	1	
Patchin, Ethel	1	3
Patten, S. Elizabeth		3
Pauly, Nora	2	
Peebles, Edith		4½
Pepper, Homer	1	4½
Perry, Hazel	5½	
Perry, Myrtle	1½	
Peterson, Huldah	3	
Peterson, Mary		3
Piper, Bessie	1½	
Plummer, Ruth		5
Quinlan, Katherine	1	
Rahn, Mrs. Alida	2	3
Redecker, Ella	1	
Rhymer, Hattie	1	
Richardson, Alice	2	3
Ritzman, F. R.		6
Robson, Julia		3
Rode, Marcia	2	
Roth, Lily	2	3
Rovelstad, Gudrun		4
Sarbaugh, Edith	2	
Schiller, Anna	5	
Scott, Lillibelle	2½	

NAME.	CLASS CREDITS.	ROOM CREDITS.	NAME.	CLASS CREDITS.	ROOM CREDITS.
Sechler, May	2½		Uthoff, Mary	1	2
Selliken, Manda	1	3	Vatter, Rosa		4½
Sherman, Ora	4		Ward, Lulu G.	1	4½
Smith, Clara	1½		Walters, Harriet	1	
Smith, Winnifred	1½	3	Way, Flora	1	
Sweeney, Kathryn		3	West, Dorothy	½	
Talbot, Mary	3	3	Wetzell, Emma E.	2	3
Tazewell, Zada		6	Wilson, May	3	3
Tearney, Orville	2	3	Yenerich, Bertha		4
Thompson, Ida	1		Zimmer, Genevieve	1	3
Troxell, Eleanor		4	Zellar, Vera	1	
Turner, Edith	1½		Zoller, Florence	½	3

STUDENTS.

I. Special Students.

NAME.	COUNTY.	TOWN.
Ackland, Dora May	Lee	Steward
Cheney, E. Zola	De Kalb	De Kalb
Gilbert, Julia Elizabeth	De Kalb	De Kalb
Newsham, Verna M.	De Kalb	De Kalb
Risetter, Anna L.	Lee	Lee
Sechler, A. May	Oregon	The Dalles

II. Postgraduate.

NAME.	COUNTY.	TOWN.
Garretson, Alice Irene	De Kalb	De Kalb

III. Seniors.

NAME.	COUNTY.	TOWN.
Adams, Nida May	Whiteside	Sterling
Alley, Mary		Colorado Springs, Col.
Alsterlund, Mabel Alice	Rock Island	Moline
Althouse, Homer Dwight	Ogle	Oregon
Baie, Tillie Cara	De Kalb	Hinckley
Banker, Grace Lillian	Kane	Aurora
Bardmas, Dora Alice		Boise City, Idaho
Barnsback, Birdie	Madison	Edwardsville
Barradell, Albert Edward	Whiteside	Prophetstown
Brant, Mary Kathryn		Frankfort, Ind.
Brown, Mrs. Clara Ellen	Whiteside	Rock Falls
Bryant, Ethel Frank	De Kalb	Malta
Carolus, Edith Marie	Whiteside	Sterling
Coultas, Ethel Mary	De Kalb	Malta
Cusator, Mary Elizabeth		Windsor, N. D.

NAME.	COUNTY.	TOWN.
Davis, Alice Louise	Kane	St. Charles
Dawson, Dorothy J.	Kane	Aurora
Dearborn, Lydia Willard	Kane	St. Charles
Ely, Ruth Torrey	Cook	Morgan Park
Fahrney, Florence K.	Kane	Geneva
Fuller, Mary Ella	La Salle	Sheridan
Gibbs, Mildred Emma	De Kalb	Kingston
Gilpatrick, Emily Lena	Kendall	Plano
Green, Alice Eleanor	Grundy	Gardner
Hendricks, Anna	Whiteside	Morrison
Henning, Isabelle Valentine	Kendall	Plano
Kelly, Kathryn Helen	Will	Joliet
Kingsbury, Mrs. Stella E.	La Salle	Mendota
Kitson, Ethel Viola Ann	Lake	Barrington
Koehler, Elsa Irene	Rock Island	Rock Island
Langworthy, L. R.	Carroll	Lanark
Lotz, Cora S.	Kane	Aurora
McCleary, Lepha Gertrude	Carroll	Fair Haven
McEwan, Frances Richard	McHenry	Woodstock
McLean, Sarah	Kane	Geneva
Mann, Jessie Rebecca	La Salle	Earlville
Mason, Anna E.	Kane	Elgin
Mitchell, Maude	Livingston	Saunemin
Nichols, Marvin	Kendall	Yorkville
Nicholson, Marguerite M.	De Kalb	Shabbona
Patchin, Ethel M.	Kane	Batavia
Peebles, Edith Austin		Appleton, Wis.
Pepper, Homer W.	Ogle	Davis Junction
Peterson, Mary Elizabeth	De Kalb	Sycamore
Plummer, Ruth	Du Page	Hinsdale
Redeker, Ella Augusta	Kane	Elgin
Reed, Myrtle A.	Lake	North Chicago
Richardson, Alice M.	Kane	Elgin
Ritzman, Floyd R.	Stephenson	Orangeville
Robson, Julia Louise	La Salle	Ottawa
Roth, Lillie May	Rock Island	Rock Island
Rovelstad, Gudrun	Kane	Elgin
Scott, Maud Emily		Rensellaer, Ind.
Selliken, Manda A.	Cook	Chicago
Smith, Clara Belle	McDonough	Macomb
Sweeney, Kathryn R.	McHenry	Harvard
Talbot, Mary Helen	Will	Joliet
Tazewell, Zada Z.	De Kalb	Kingston
Tearney, Orville Addison	Cook	Elsdon
Troxell, Eleanor	Cook	Chicago

NAME.	COUNTY.	TOWN.
Vatter, Rose Albertine	Will	Monee
Wahl, Lydia Ann	Whiteside	Sterling
Ward, Lula G.	McLean	Bellflower
Wetzell, Emma Elsie	Whiteside	Sterling
Wiltse, John C.	De Kalb	Cortland
Zimmer, Genevieve Florence	Rock Island	Rock Island
Zoller, Florence E.	Winnebago	Rockford

IV. STUDENTS WHO HAVE FINISHED ONE YEAR'S WORK OR MORE IN THE TWO-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Bastlin, Julia R.	La Salle	Mendota
Carmichael, Edith Carolyn	Kankakee	Kankakee
Cary, Charlotte L.	Kane	Elgin
Cockfield, Mabel	Kane	Aurora
Du Von, Mabel Theresa	McHenry	Marengo
Elliott, Mary Gertrude	Cook	River Forest
Hance, Sue Elma	Winnebago	Pecatonica
Hartley, Vera Maude	Winnebago	Durand
Hartwell, Julia	Lee	Paw Paw
Hull, Clara Louise	Du Page	Wheaton
Hurley, Corla Pearl	Winnebago	Pecatonica
Johnson, Lillie Alida	Kane	Batavia
Latham, Henrietta	DeKalb	Sandwich
Long, Vera Edna	Kane	Elgin
Louch, Evelyn	Grundy	Gardner
McChesney, Caroline Rebecca	Cook	Chicago
Montgomery, Grace Anna	Nebraska	York
Norlen, Esther Dorothea	Kane	Elgin
Partridge, Charlotte Russell	Cook	Evanston
Peterson, Huldah Fredrika	De Kalb	Sycamore
Rowley, Besse	De Kalb	Sycamore
Schiller, Anna Marie	Cook	Chicago
Turner, Edith Caroline	Cook	La Grange
Wilson, May E.	Kane	Aurora
Zeller, Vera Pearl	Kendall	Plano

V. STUDENTS WHO HAVE FINISHED TWO TERMS' WORK, BUT NOT THREE, IN THE TWO-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Baker, Caroline Valentine	De Kalb	De Kalb
Baker, Evelyn D.	De Kalb	De Kalb
Barnes, Florence Alice	Whiteside	Morrison
Bliss, Julia Pearl	Richland	Olney
Calloway, Ezra S.	Henry	Orion

NAME.	COUNTY.	TOWN.
Chamberlain, Maude E.	Boone	Capron
Crowder, Mae Grace	Winnebago	Durand
Dart Augusta Stuart	Rock Island	Rock Island
Davison, Roxalena	Whiteside	Rock Falls
Donovan, Mabel Winifred	McHenry	Woodstock
Ericson, Marie	De Kalb	De Kalb
Ferron, Catherine	Kane	Elgin
Haime, Mary M.	Winnebago	Rockford
Harvey, Edith Mary	De Kalb	Sycamore
Higinbotham, Helen	Kane	Elgin
Hosley, Grace May	Winnebago	Rockford
James, Nellie	Stephenson	Freeport
Jordan, De Etta Josephine	De Kalb	Cortland
King, Lora Gladys	De Kalb	De Kalb
Moorhead, Edith May	De Kalb	De Kalb
Mosey, Bessie Gertrude	La Salle	Leland
Nelson, Flora Grace	De Kalb	Cortland
Obye, Harriet Elizabeth	Jo Daviess	Galena
Piper, Bessie Erma	Stephenson	Freeport
Quinlan, Catherine	Cook	Oak Park
Rahn, Alida B.	De Kalb	Sycamore
Samter, Gertrude	McHenry	Marengo
Sherman, Ora S.	Lake	Waukegan
Uthoff, Mary L.	Bureau	Princeton

VI. STUDENTS WHO HAVE COMPLETED LESS THAN TWO TERMS' WORK IN THE TWO-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Albright, Katherine Grace	Stephenson	Freeport
Austin, Ruth E.	Cook	Austin Sta.
Belden, Kathryn Belle	Kendall	Yorkville
Clark, Elizabeth Sarah	Lee	Dixon
Dewey, Mabel	De Kalb	De Kalb
Ditch, Melissa Mae	Ogle	Polo
Hanrahan, Alice Kathryn	De Kalb	De Kalb
Harris, Blanche Rosamond	Stephenson	Lena
Hame, Helen May	Carroll	Savanna
Kastrup, Ellen	Cook	Oak Park
Kitterman, Edith M.	Bureau	Tiskilwa
Mennis, Bertha Louise	De Kalb	De Kalb
Norton, L. Blanche	Bureau	Princeton
Parker, Katie Mabel	Kane	Aurora
Pauly, Nora Tillie	Kane	Aurora
Savage, Bertha Eliza	Ogle	Polo
Shiffer, Della M.	Whiteside	Rock Falls

NAME.	COUNTY.	TOWN.
Talbot, J. Edna	De Kalb	De Kalb
Terwilliger, Ginevra Ellen	De Kalb	De Kalb
Tilton, Marian H.	Ogle	Rochelle
Walter, Harriet	Carroll	Savanna

VII. STUDENTS WHO HAVE COMPLETED TWO YEARS' WORK OR MORE IN THE THREE-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Ewers, Ida Josephine	Whiteside	Fenton
Haight, Irene Grace	De Kalb	Sycamore
Mull, Cora E.	McLean	Lexington

VIII. STUDENTS WHO HAVE COMPLETED ONE YEAR'S WORK OR MORE, BUT NOT TWO YEARS, IN THE THREE-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Aldrich, Emma Louise	Bureau	Wyanet
Andrews, Sybil Elizabeth	McHenry	Hebron
Armstrong, Stella M.	Winnebago	Rockton
Anderson, Ernest Albin	De Kalb	De Kalb
Barr, Gertrude Pearle	Will	Braidwood
Bonner, Vivien L.	Lake	Millburn
Burkhart, Laura Belle	Kendall	Oswego
Carney, Mabel	La Salle	Marseilles
Challand, Grace	De Kalb	Shabbona
Cooley, Anna	Cook	Arlington Heights
Dunn, Bessie Moore	McLean	Bellflower
Eck, John William	La Salle	Troy Grove
Farr, Alvin I.	Livingston	Saunemin
Finkenbinder, Walter E.	Jo Daviess	Lena
Kays, Donald J.	Putnam	Magnolia
Lyons, Michael	Kane	Elburn
Nashold, Fred W.	Ogle	Monroe Center
Neill, Jennette Roxy	Bureau	Arlington
Nelson, Annie	Kane	St. Charles
Newberry, Florence	De Kalb	De Kalb
Normington, Flavilla	Winnebago	Durand
Olson, Julia Agnes	De Kalb	Shabbona
Partridge, Eleanor Orr	Cook	Evanston
Perry, Hazel Dell	De Kalb	De Kalb
Perry, Myrtle Belle	De Kalb	De Kalb
Randall, Claude W.	De Kalb	De Kalb
Reed, Myrtle A.	Lake	North Chicago
Rode, Marcia Byrne	Cook	Chicago
Rodger, Mary Janet	Grundy	Braceville
Sarbaugh, Edith Elizabeth	De Kalb	Waterman

NAME.	COUNTY.	TOWN.
Scott, Lillibelle	Marion	Centralia
Sinclair, Verne Lute	De Kalb	De Kalb
Way, Flora	Ogle	Kings
West, Dorothy Rebecca	De Kalb	De Kalb
Yenerich, Bertha Mabel	La Salle	Meriden

IX. STUDENTS WHO HAVE COMPLETED LESS THAN A YEAR'S WORK IN THE THREE-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Adams, Ivy Virgie	De Kalb	Sycamore
Appleton, Nettie Susannah	De Kalb	Malta
Ball, Amanda	Jo Daviess	Galena
Bechstein, Rosalie Dora	Will	Mokena
Boyle, Gertrude	De Kalb	Sycamore
Brown, Floy Gezelle	Winnebago	Pecatonica
Burgess, Delia Luella	Kane	Dundee
Burgess, Sarah Katherine	Whiteside	Sterling
Davenport, Georgia Belle	De Kalb	Waterman
Dee, Mary Agnes	Ogle	Rochelle
Devine, Mrs. Laura Gedge	Lake	Waukegan
Dole, Clara I.	De Kalb	Earlville
Fuller, Carrie Juliet	La Salle	Sheridan
Grover, Millie Frances	Boone	Herbert
Haight, Leslie H.	Winnebago	Rockford
Hamlin, Adeline Maude	McHenry	Marengo
Higginbotham, Eva	Grundy	Braceville
Hohm, Mae Louise	De Kalb	Sycamore
Heitter, Martin Luther	Stephenson	Eleroy
Knecht, Minnie Huldah	Jo Daviess	Stockton
Ledford, Denton	Saline	Harrisburg
McFarlane, Sarah Ada	De Kalb	Waterman
Mosey, Tessie Ferne	La Salle	Leland
Morris, Ethel	Boone	Herbert
Nelson, Edythe E.	Winnebago	Roscoe
Nelson, Lucile Annabelle	La Salle	Peru
Perry, Lafayette Day	De Kalb	De Kalb
Phelps, Zora E.	Winnebago	Rockford
Plapp, Winnifred V.	De Kalb	Malta
Rathbone, Grace Vera	Cook	Chicago
Reynolds, Charles R.	Ogle	Rochelle
Rhymer, Hattie	Whiteside	Morrison
Robinson, Elizabeth May	De Kalb	Waterman
Sagle, Anna May	Du Page	West Chicago
Scholz, Anna Jane	Lake	Lake Zurich
Swail, Bertha Belle	Boone	Belvidere

NAME.	COUNTY.	TOWN.
Swank, Ada Myretta	Cook	Chicago
Stevens, Zoe Emma	De Kalb	Shabbona
Thackberry, Frank Wilton	Whiteside	Tampico
Thomas, Cora Luella	Lake	Rockerfeller
Thompson, Ida	Winnebago	Durand
Tobias, Lucretia Belle	Stephenson	Cedarville
Townsend, Nellie	De Kalb	Sycamore
Voss, Helen F.	Kendall	Oswego
Wallace, Jessie Mae	Winnebago	Durand
Whittaker, Zara	De Kalb	Sycamore
Wilson, Sarah May	De Kalb	De Kalb
Young, Harriet Mae	Whiteside	Erie

X. STUDENTS WHO HAVE FINISHED MORE THAN TWO YEARS' WORK IN THE FOUR-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Patten, S. Elizabeth	Oklahoma	Esmond

XI. STUDENTS WHO HAVE FINISHED LESS THAN TWO YEARS' WORK IN THE FOUR-YEAR COURSE.

NAME.	COUNTY.	TOWN.
Baker, Alwyn John	Cook	Chicago
Brazier, Irving Myron	Cook	Chicago
Evans, Lewellen Hunt	Jo Daviess	Hanover
Shea, John Franklin Edmond	La Salle	Dimmick

STUDENTS WHO ATTENDED THE SUMMER TERM, JUNE 20 TO JULY 29, 1904.

NAME.	COUNTY.	TOWN.
Adams, Georgia	Lake	Waukegan
Adams, H. Dora	Ogle	Kings
Adams, Leola	Carroll	Milledgeville
Aldrich, Jessie	De Kalb	Sycamore
Allen, Lucretia M.	De Kalb	De Kalb
Anderson, Mary F.	Perry	Pinckneyville
Arnett, Nellie	Whiteside	Erie
Arvidson, Esther	Winnebago	Rockford
Baker, Carolyn	De Kalb	De Kalb
Baker, Evelyn D.	De Kalb	De Kalb
Bancroft, Mabel	Joe Daviess	Galena
Bassett, Katie	De Kalb	Kingston
Bawyer, Eva Lillian	Maricopa	Phoenix, Ariz.
Beeman, Stella	Whiteside	Prophetstown
Beetle, Mae	Whiteside	Albany
Benson, Maude	De Kalb	Kingston
Bisher, Madeline	Putnam	Granville

NAME.	COUNTY.	TOWN.
Blair, Mary E.	Will	Joliet
Bogle, Ella	Bureau	Spring Valley
Bollmann, F. Mildred	Lee	Dixon
Brazie, Bernice I.	De Kalb	Sycamore
Brookins, H. W.	Du Page	Wheaton
Brundage, Mae	La Salle	Wedron
Bundy, William H.	La Salle	Streator
Burgess, Luella	Kane	Dundee
Burggraf, Julia	Du Page	Downer's Grove
Burghardt, Teresa	La Salle	La Salle
Burke, Katie	Lee	Steward
Burlingame, Ruth E.	Winnebago	Rockford
Burns, Gertrude	Jo Daviess	Galena
Calloway, Ezra S.	Henry	Orion
Campbell, Ida	Perry	Pinckneyville
Carmichael, Frances	Ogle	Stillman Valley
Carney, Mabel	La Salle	Marseilles
Clark, Elizabeth	Lee	Dixon
Clark, Ella	Winnebago	Rockford
Cockfield, Mabel	Kane	Aurora
Cody, Hortense	Kane	Aurora
Cody, Mary E.	Kane	Aurora
Coffin, Gertrude	Winnebago	Rockford
Colburn, Harriett	De Kalb	De Kalb
Colton, Grace Louise	De Kalb	Waterman
Coman, Tessie M.	De Kalb	Kingston
Conklin, Alta B.	Jo Daviess	Galena
Conklin, Mae	Jo Daviess	Galena
Conover, Dacia	De Kalb	Kingston
Converse, E. C.	Du Page	Naperville
Cook, Maude	Will	Lockport
Coultas, Ethel M.	De Kalb	Malta
Crellin, Mary F.	Will	Joliet
Cross, Inez	Ogle	Rochelle
Crowder, Mae G.	Winnebago	Durand
Dallnege, Edna	Rock Island	Coal Valley
Dart, Augusta S.	Rock Island	Rock Island
Davidson, Nellie	De Kalb	Sycamore
Davis, Letah	Kane	Elgin
Dawell, Alma E.	La Salle	Ottawa
Dean, Dolly I.	Bureau	Princeton
Deaborn, Lydia W.	Kane	St. Charles
Denney, Golda	Kane	Sugar Grove
Denney, Grace	Kendall	Newark
Denney, Isabel	La Salle	Peru

NAME.	COUNTY.	TOWN.
Dewey, Teresa	Bureau	Spring Valley
Diehl, Anna Mae	Ogle	Forreston
Dietmeyer, Alma M.	Lake	Waukegan
Disbrow, Iva	McHenry	Huntley
Ditch, Melissa	Ogle	Polo
Doan, Effie E.	La Salle	La Salle
Dobbin, Anna M.	Kane	Aurora
Donovan, Mabel	McHenry	Woodstock
Dowdall, Leonora E.	De Kalb	De Kalb
Drake, Birdie	De Kalb	Genoa
Duffy, Mrs. M. Jr.	De Kalb	Shabbona
Dugan, Frances	De Kalb	Shabbona
Dunn, Bessie	McLean	Belleflower
Eccles, Kathryn	Kendall	Larkville
Edwards, Gertrude	La Salle	Peru
Edwards, Lulu E.	Winnebago	Rockford
Ellis, Grace	Boone	Belvidere
Elliston, Lorene M.	Bureau	Princeton
Esty, Eva	Lake	Waukegan
Farley, Emma V.	Kane	Geneva
Farr, Alvin I.	Livingston	Saunemin
Faulkner, Anna	Will	Joliet
Ferguson, Agnes B.	De Kalb	Sandwich
Ferron, Catherine M.	Kane	Elgin
Finnegan, Sarah	De Kalb	Sycamore
Firkins, Celeste	De Kalb	De Kalb
Firkins, Charles	De Kalb	De Kalb
Fitzgerald, Mary	Kane	Batavia
Flaherty, Lizzie	La Salle	La Salle
Fletcher, Julia N.	Du Page	Wayne
Flynn, Lizzie	Boone	Poplar Grove
Foote, Eura	Winnebago	Rockford
Ford, Carlotta M.	Kane	Geneva
Forsythe, Ginevra	Winnebago	Rockford
Foval, Maude M.	Jo Daviess	Warren
Frank, Jessie	Bureau	Spring Valley
Franks, Jennie	Carroll	Shannon
Frazie, Edna L.	Grundy	Morris
Friestat, Mabel	Rock Island	Rock Island
Froom, Irene	Boone	Belvidere
Garrett, Elnora	Kankakee	Momence
Garrett, Leona B.	Kankakee	Momence
Gaskill, Emily A.	Will	Joliet
Gayton, Gertrude	Winnebago	Rockford
Getzelman, Emma	Kane	Hampshire

NAME.	COUNTY.	TOWN.
Giberson, W. R.	Macoupin	Carlinville
Goodyear, Roy	De Kalb	De Kalb
Green, Alice E.	Grundy	Gardner
Green, Alice M.	Will	Braidwood
Grenlund, Emily	Winnebago	Rockford
Grossman, Mabel	Carroll	Lanark
Griffin, Grace	Lee	Paw Paw
Haines, Temperance	De Kalb	Genoa
Halkyard, Jennie M.	Will	Joliet
Hamilton, Margaret F.	Cook	Blue Island
Hampson, Madalene	Kendall	Plattville
Handel, Mary	Carroll	Savanna
Hanley, Margaret	La Salle	Peru
Hanley, Tessie	La Salle	Peru
Harding, Lillian	Kane	Aurora
Harrington, Mame	Carroll	Lanark
Hart, Mattie	De Kalb	Shabbona
Harter, Isabel	De Kalb	Sandwich
Hartney, Mary E.	Will	Joliet
Hauch, Catherine S.	Du Page	Naperville
Hausen, Henry W.	Lee	Franklin Grove
Hausen, M. Adella	Lee	Franklin Grove
Hawkinson, Mabel	Ogle	Rochelle
Haye, Ella	Ogle	Stillman Valley
Hedrick, Lottie	Winnebago	Rockford
Hess, Florence	Carroll	Lanark
Hicks, Jennie Yeager	Carroll	Lanark
Higinbotham, Helen	Kane	Elgin
Hockenson, Nettie	Carroll	Savanna
Hoffmann, Blandina	Will	Monee
Holmes, Evelyn B.	Kankakee	Momence
Holmes, Gertrude	Kankakee	Momence
Holroyd, Myrtle	De Kalb	Kingston
Hoof, M. Winifred	McHenry	Marengo
Howe, Florence E.	McHenry	McHenry
Howe, Helen M.	Carroll	Savanna
Howe, Kate F.	McHenry	McHenry
Hoyt, Faith B.	De Kalb	Sycamore
Hull, Eva J.	Boone	Belvidere
Hunter, Mary Sarah	Winnebago	Rockford
Hynds, May	Grundy	Morris
Ingels, Lou C.	Winnebago	Rockford
Jacobs, Elva	Ogle	Leaf River
Johnson, Floyd B.	Lee	Compton
Johnson, Mary	La Salle	Peru

NAME.	COUNTY.	TOWN.
Johnson, Ruth M.	Kendall	Kendall
Jones, Mamie	Lee	Franklin Grove
Jordan, M. Belle	Champaign	Savoy
Kaiser, Anna	McHenry	Woodstock
Kehl, Laura M.	De Kalb	Sandwich
Kellogg, Matilda	Will	Lockport
Kellogg, Myrtle	Carroll	Savanna
Kelly, Kathryn	Will	Joliet
Kenney, Alta	Carroll	Mt. Carroll
Kingsbury, Stella E.	La Salle	Mendota
Kiniry, Ida	Will	Makena
Kirk, Ruth	Whiteside	Sterling
Knox, Katie	McHenry	W. McHenry
Koehler, Elsa I.	Rock Island	Rock Island
Koos, Kate	Kendall	Yorkville
La Chance, Marie	Maricopa	Phoenix, Ariz.
Lambert, Mary A.	Carroll	Savanna
Langford, Mildred E.	Bureau	Princeton
Langworthy, Lester R.	Carroll	Lanark
Larson, Huldah M.	Winnebago	Pecatonica
Leonard, Maggie B.	Ogle	Byron
Lewis, Ellwood	De Kalb	De Kalb
Light, J. H.	Ogle	Mt. Morris
Link, Margaret L.	La Salle	Peru
Livingston, Eva	Kane	Carpentersville
Lotz, Cora S.	Kane	Aurora
Lucas, Paul J.	Boone	Belvidere
Lynn, Grace I.	Will	Lockport
Lyon, Lauradele	Kendall	Yorkville
McChesney, Caroline R.	Cook	Chicago
McCleery, Margaret	De Kalb	Leland
McCloud, Maude A.	Kendall	Platteville
McClusky, Ida	Boone	Capron
McCormack, Jennie	Jo Daviess	Warren
McCormick, Julia	De Kalb	Shabbona
MacDonald, May	Will	Lockport
McKee, Elizabeth	Winnebago	Cherry Valley
McKinney, Isabel	La Salle	Ottawa
McNames, Florence	De Kalb	Sycamore
McQueen, M. Virginia	Cook	Chicago
Mahaffey, Blanche	De Kalb	De Kalb
Manchester, Mabel L.	Kendall	Millington
Manley, Pearl	Kendall	Platteville
Mann, Jessie R.	La Salle	Earlville
Mercer, Irene	De Kalb	Somonauk

NAME.	COUNTY.	TOWN.
Merriam, Eleanor A.	Maricopa	Phoenix, Ariz.
Miller, Lulu	Lee	Franklin Grove
Moore, Olive E.	De Kalb	Kingston
Moore, Winiferd B.	De Kalb	Kingston
Morris, Eva M.	Carroll	Savanna
Muckridge, Elsie	Whiteside	Sterling
Nashold, Fred W.	Ogle	Monroe Center
Neill, Jennette R.	Bureau	Arlington
Nelson, Clara	Bureau	Spring Valley
Nelson, Edythe	Winnebago	Roscoe
Nelson, Florence	Cook	Evanston
Nelson, Lucile A.	La Salle	Peru
Newcomer, Walter G.	Lee	Franklin Grove
Nichols, Marvin A.	Kendall	Yorkville
Nordin, Jessie	Ogle	Monroe Center
Norton, Agnes	Winnebago	Rockford
Norton, L. Blanche	Bureau	Princeton
Norton, Mabel L.	Bureau	Spring Valley
Ormundson, Hattie	La Salle	Sheridan
Parmely, Idella	Kankakee	Grant Park
Parr, Grace	Will	Lockport
Parr, Sarah	Will	Lockport
Parsons, Aneta	Will	Joliet
Parsons, Louise	Will	Joliet
Patten, S. Elizabeth		Edmond, Okla.
Pattee, May	Kane	Elburn
Pauley, Jessie E.	Ogle	Oregon
Perry, Hazel Dell	De Kalb	De Kalb
Perry, L. Day	De Kalb	De Kalb
Perry, Myrtle Belle	De Kalb	De Kalb
Peterson, Harriet	Mason	Havana
Peterson, Hilda E.	De Kalb	Kirkland
Peugh, Jessie	Whiteside	Sterling
Pierce, Josephine	Kane	Batavia
Pouley, Mary	Kane	Elburn
Powell, Elizabeth	Winnebago	Rockford
Powers, Mamie	De Kalb	Charter Grove
Preston, Emily T.	Winnebago	Rockford
Quinn, Anna G.	De Kalb	Malta
Raleigh, Margaret	Will	Wilmington
Redman, Pearl	La Salle	Grand Ridge
Reinhart, Anna	Bureau	Spring Valley
Rennie, Myrtle	Whiteside	Morrison
Rhymer, Hattie	Whiteside	Morrison
Rich, Maye J.	Grundy	Morris

NAME.	COUNTY.	TOWN.
Rich, Nellie G.	De Kalb	De Kalb
Rickert, Grace M.	Du Page	Naperville
Riniker, Emma	Madison	Edwardsville
Ritzman, Floyd R.	Stephenson	Orangeville
Roan, Rose M.	McHenry	Hebron
Roberts, Nellie C.	Bureau	Spring Valley
Robinson, Edna B.	Bureau	Princeton
Roemer, Adaline A.	Lake	Waukegan
Roth, Lillie M.	Rock Island	Rock Island
Runner, Edna M.	De Kalb	De Kalb
Samter, Gertrude	McHenry	Marengo
Sarbaugh, Edith E.	De Kalb	Waterman
Schell, H. F.	Will	Lockport
Schoessel, Ada M.	Rock Island	Rock Island
Schulz, Emma	Kane	Hampshire
Schumann, Louise	Cook	Chicago
Scoggin, Maud	La Salle	Millington
Seaman, Kate	McHenry	Hebron
Shapland, Mabel	La Salle	Ransom
Sharp, Darlene	Stark	Bradford
Shea, J. F.	La Salle	Dimmick
Shearer, Grace	Whiteside	Prophetstown
Sheldon, Vera G.	Winnebago	Rockford
Sherman, Ora I.	Lake	Waukegan
Shields, Isabell	Will	Lockport
Sholes, Ruth W.	Whiteside	Morrison
Shortell, Dan E.	Henry	Kewanee
Skiles, J. Roy	La Salle	Mendota
Smith, Florence J.	McHenry	Cary Station
Smith, Grace	Kane	Geneva
Smith, Grace M.	Lee	Lee
Smith, Winifred	Du Page	Wheaton
Starring, Adaline	Kane	Elgin
Steele, Clare Ruby	Boone	Capron
Stevenson, Jean	Kane	Elburn
Stifft, Henrietta	Cook	Evanston
Storey, Mary	Whiteside	Morrison
Stotler, Nellie	Winnebago	Pecatonica
Stott, Mina E.	Lee	Dixon
Strickland, Roberta	Jo Daviess	Galena
Sullivan, Elizabeth	De Kalb	Kingston
Sullivan, Gertrude	Lake	Waukegan
Sullivan, Mary	De Kalb	Kingston
Sweeney, Kathryn R.	McHenry	Harvard
Tearney, Orville A.	Cook	Elston

NAME.	COUNTY.	TOWN.
Thackaberry, F. M.	Whiteside	Tampico
Thompson, Adelia E.	De Kalb	Hinckley
Tilton, Marion H.	Ogle	Rochelle
Titus, H. Ina	Boone	Belvidere
Toay, Beulah	Jo Daviess	Warren
Tobias, Lucretia	Stephenson	Cedarville
Toms, Ella M.	Jo Daviess	Elizabeth
Toms, Estella M.	Jo Daviess	Elizabeth
Townsend, Winifred	De Kalb	Sycamore
Trottnow, Clara	Lee	Franklin Grove
Troxell, Eleanor	Cook	Chicago
Turner, Clara	McHenry	Hebron
Turnure, Grace L.	Winnebago	Rockford
Turnure, Maude I.	Winnebago	Rockford
Vatter, Rosa A.	Will	Monee
Van Horne, Della	Kankakee	Grant Park
Vaughan, Luella	Kane	Sugar Grove
Vergie, Lucy	Du Page	West Chicago
Vogt, Lena A.	Kane	Aurora
Volstorff, Minnie A.	Kane	Elburn
Vosburg, Gladys M.	De Kalb	Kingston
Wahl, Lydia A.	Whiteside	Sterling
Way, Flora	Ogle	Kings
Weed, Daisey E.	Kendall	Yorkville
Weightman, Almarine A.	Kane	Carpentersville
Wendling, Elsie A.	De Kalb	De Kalb
Wertz, Ada	Ogle	Leaf River
West, Dorothy	De Kalb	De Kalb
West, Luella	De Kalb	De Kalb
Whelan, Veronica	Will	Lockport
Whitmore, Mary C.	De Kalb	De Kalb
Whitwill, Flora E.	Henry	Kewanee
Williams, Mattie	Winnebago	Rockford
Willmarth, Mary	De Kalb	Sycamore
Worth, Cleora A.	Kane	Aurora
Wray, Margaret	Ogle	Byron
Wright, Edith	De Kalb	Malta
Young, Margaret	Winnebago	Roscoe
Zoller, Florence	Winnebago	Rockford

SUMMARY OF ATTENDANCE.

Specials	6	
Post-Graduate	1	
Seniors	67	
Two-year Course	75	
Three-year Course	86	
Four-year Course	5	
Total		240
Summer Term		326
Total		566
Names counted twice		51
Total		515

TRAINING SCHOOL.

In Normal Building.

First Grade	24	
Second Grade	14	
Third Grade	12	
Fourth Grade	20	
Fifth Grade	19	
Sixth Grade	41	
Seventh Grade	37	
Eighth Grade	40—	207
Total in Normal Building		722

In Glidden School.

First Grade	47	
Second Grade	41	
Third Grade	26	
Fourth Grade	31	
Fifth Grade	34	
Sixth Grade	36	
Seventh Grade	18	
Eighth Grade	40—	291
Total in Training School		498

COUNTIES REPRESENTED—35.

Boone.
Bureau.
Carroll.
Champaign.
Cook.
De Kalb.
Du Page.
Grundy.
Henry.
Jo Daviess.
Kane.
Kankakee.
Kendall.
Lake.
La Salle.
Lee.
Livingston.
McDonough.
McHenry.
McLean.
Macoupin.
Madison.
Marion.
Mason.
Ogle.
Perry.
Putnam.
Richland.
Rock Island.
Saline
Stark.
Stephenson.
Whiteside.
Will.
Winnebago.
(Arizona).
(Colorado).
(Idaho).
(Indiana).
(Nebraska).
(North Dakota).
(Oklahoma).
(Oregon).
(Wisconsin).

ALUMNI REGISTER.

CLASS OF 1900.

1. Bertram, Jennie Campbell, Sugar Grove, Ill. 3 years.
2. Bush, Minnie M., Francesville, Ind. 2 years.
3. Chamberlain, Linnie, Tampico, Ill. 4 years.
4. Clark, Samuel C., University of Illinois, Champaign, Ill. 4 years.
5. Flentje, Lewis Edwin, Lone Wolf, Oklahoma. 2 years.
6. Gallagher, Margaret Anne, Sterling, Ill. 4 years.
7. Hamel, Cecelia, Evanston, Ill. 4 years.
8. Hamm, Eva Grace, Idaho Springs, Colo. 3½ years.
9. Hausen, Minnie Adella, Mt. Sterling, Ill. 4 years.
10. Johnston, J. Winnifred, Chicago Heights, Ill. 4 years.
11. McCrea, Ida H., Sterling, Ill. 4 years.
12. Martin, Lida Chenoweth, Decatur, Ill. 4 years.
13. Mitchell, Elizabeth J. H., Berwyn, Ill. 4 years.
14. Mize, Addison Roy, Principal Public Schools, Byron, Ill. 4 years.
15. Shipman, Mary (Patten), DeKalb, Ill. 2½ years.
16. Sweeney, Joanna R., Harvey, Ill. 3½ years.

CLASS OF 1901.

17. Baker, Lou, Charleston, Ill. 1 year.
18. Banks, Eleanor Hannah, Elgin, Ill. 3 years.
19. Bennett, Frank LuVerne, Principal Public Schools, Kingston, Ill. 2 years.
20. Beverley, Rhoda May, Aurora, Ill. 3 years.
21. Brock, Agnes Cecelia, Batavia, Ill. 3 years.
22. Carpenter, Bertha Ella, Plano, Ill. 3 years.
23. Cornell, Edward Mayberry, Berlin, Wis. 2 years.
24. Crosby, Alice, Kewanee, Ill. 2 years.
25. Daehler, Maria Elizabeth, Mt. Carroll, Ill. 3 years.
26. DeYoung, Richard Gerrit, South Holland, Ill. 3 years.
27. Doolittle, Elnora Angeline, Melrose Park, Ill. 3 years.
28. Duffey, Margaret Laura, DeKalb, Ill. 2 years.
29. Dykemen (Dunning), Jessie, 541 W. 124th St., New York.
30. Ekdahl, Nellie, Lanark, Ill. 3 years.
31. Ferris, Birdie Xaripha, Sterling, Ill. 3 years.
32. Gagin, Mary Isabel, Sterling, Ill. 3 years.
33. Gilpatrick, Mabel Ethel, Savanna, Ill. 3 years.
34. Greenough, Charles Weston, Principal Public Schools, Durand, Ill. 3 years.
35. Hamm, Mary Helen, Sterling, Ill. 3 years.
36. Hatch, Hattie Estelle, Evanston, Ill. 3 years.
37. Hatch, Rose Louise, Lisle, Ill. 2 years.
38. Hennings, Stella Alice, Barrington, Ill. 3 years.
39. Herndon, Lena, Springfield, Ill. 2 years.
40. Huber, Crescenta, Malta, Ill. 3 years.

41. Bennett, Estella (Jordan), Kingston, Ill. 2 years.
42. Lascelles, Ida Belle, Evanston, Ill. 3 years.
43. Lee, Eva Grace, Evanston, Ill. 2 2-3 years.
44. Lloyd, William Riley, Oak Park, Ill. 1 year.
45. Lowman, Charles Elliott, Principal Public Schools, Franklin Park, Ill. 3 years.
46. Lowman (Smith), Mary Mabell, Franklin Park, Ill. 2 years.
47. MacMillan, Helen, Evanston, Ill. 3 years.
48. McBride, Charlotte Mabel, Chicago Heights, Ill. 3 years.
49. Meyer, Julia Edna, Plano, Ill. 3 years.
50. Murtfeldt, Minnie Augusta, Rockford, Ill. 3 years.
51. Myers, Nettie Daisy, Chadwick, Ill. 2 years.
52. Nelson, Sena Christine, Prairie Center, Ill. 3 years.
53. Obye, Katharine Helen, Galena, Ill. 3 years.
54. Patten, Elizabeth May, student University of Wisconsin. 1 year.
55. Phalen, Irene Anastacia, Harvard, Ill. 3 years.
56. Phillips, Eugene Martin, student University of Illinois. 1 year.
57. Poust, Roy Merton, 3000 E. 7th St., Kansas City, Mo. 2 years.
58. Ragland, Lewis Washington, Quincy, Ill. 2 years.
59. Scott, Clara Leah, 1019 Seneca St., Seattle, Wash. 2 years.
60. Spence, Olive Anna, Evanston, Ill. 3 years.
61. Taylor, Elizabeth, Morrison, Ill. 3 years.
62. Walters, Cora Viola, Elgin, Ill. 2 years.
63. Watson, Edith May, Elburn, Ill. 1 year.
64. White, Adda M., Genoa, Ill. 1½ years.
65. Wright, Ivy Stuart, Gardner, Ill. 3 years.

CLASS OF 1902.

66. Adams, Mildred, Park Ridge, Ill. 2 years.
67. Bodenschatz, Emily Christine, Elgin, Ill. 2 years.
68. Bohringer, Clara Louise, Geneseo, Ill. 2 years.
69. Brandt, Grace Marie, Elgin, Ill. 2 years.
70. Bratton, Maude Ethelwyn, Bradley, Ill. 2 years.
71. Brundage, Kate Anne, DeKalb, Ill. 2 years.
72. Burns, Gertrude Margaret, Austin Sta., Ill. 1 year.
73. Cool ,Mary Forrest, Morgan Park, Ill. 2 years.
74. Dunbar, Pearl Alma, Geneva, Ill. 2 years.
75. Farr, Elsie F., Streator, Ill. 2 years.
76. Ferguson, Clarence Homer, Principal Public Schools, Amboy, Ill. 2 years.
77. Fitzpatrick, Margaret, Batavia, Ill. 2 years.
78. Frederick, James Ivan, Principal Public School, Cary Station, Ill. 2 years.
79. Garretson, Mary Vance, Park Ridge, Ill. 2 years.
80. Garrity, Anna Julia, Geneseo, Ill. 2 years.
81. Goodyear, Bertha Delphine, DeKalb, Ill. 2 years.
82. Gregory, Lottie Bell, Rockford, Ill. 2 years.

83. Griffith, Katharine Margaret, student University of Michigan. 1 year.
84. Grunewald, Emma Doretta, Principal High School, Rock Falls, Ill. 2 years.
85. Hayes, Leonora Blanche, Morrison, Ill. 2 years.
86. Hugett, Hatty Viola, student in Cornell University, Ithaca, N. Y. 1 year.
87. Kays, Victor C., teacher of Science and History, Township High School, Savanna, Ill. 2 years.
88. Lenehen, Carolyne, Manteno, Ill. 2 years.
89. Lilley, Marian Adriance, Morgan Park, Ill. 2 years.
90. Lyons, Elizabeth Ethel, Chicago Heights, Ill. 2 years.
91. Lyons, Louise Gertrude, Genoa, Ill. 2 years.
92. Madden, David Durward, Principal Public Schools, Elizabeth, Ill. 2 years.
93. Malone, Edward Philip, DeKalb, Ill.
94. Marshall (Eades), Jessica, Irving Park. 1 year.
95. Mitchell, Julia Dot, Chicago Heights, Ill. 2 years.
96. Mofet, William Raynor, Ironwood, Mich. 1 year.
97. Murra (Bayley), Mary A., St. Anne, Ill. 1 year.
98. Ness, Henry, student State Agricultural College, Ames, Iowa.
99. Nichols, Edgar Fremont, Principal Public Schools, Port Byron, Ill. 2 years.
100. Nilson, Elsie Urania, Leroy, Ill. 2 years.
101. Philbrook, Mrs. Maud Simmons, Williams, Arizona. 1½ years.
102. Phillips, Ethel May, Riverside, Ill. 2 years.
103. Porcheur, Eugene Francis, Principal Public Schools, Troy Grove, Ill. 2 years.
104. Pratt, Ada Alila, Yorkville, Ill. 2 years.
105. Rady, Agnes Teresa, Orland, Ill. 2 years.
106. Reed, Edna Belle, Moline, Ill. 2 years.
107. Rice, Ethel Vreeland Barrington, Ill. 2 years.
108. Richardson, Miriam Daisy, Morgan Park, Ill. 2 years.
109. Robinson, Agnes Gertrude, Joliet, Ill. 2 years.
110. Rowley, Edith, DeKalb, Ill. 2 years.
111. Rowley, Lizzie, Durand, Ill. 2 years.
112. Sanford, Louis Rantzeau, teacher of Mathematics, High School, Waukegan, Ill. 2 years.
113. Shields, Dorothy, Aurora, Ill. 2 years.
114. Smith, Eda Vina, Dundee, Ill. 2 years.
115. Sovereign, Edith Payne, Rockford, Ill. 2 years.
116. Starin, Mable Minnie, Oak Park, Ill. 2 years.
117. Stiles, Mabel Bartlett, Elgin, Ill. 2 years.
118. Stuart, Alta D., St. Charles, Ill. 2 years.
119. Wagner, Lillian Elizabeth, Morgan Park, Ill. 2 years.
120. Williams, Bertha M., Malvern, Iowa. 2 years.
121. Woodman, Edith, Morrison, Ill. 2 years.
122. Zilligen, Mamie, Dolton Station, Ill. 2 years.

CLASS OF 1903.

123. Ackert, James Edward, Principal Public School, Algonquin, Ill. 1 year.
124. Baird, Grace Jean, Laboratory Assistant Northern Illinois State Normal School. 1 year.
125. Benedict, Mrs. Cora Taylor, Highland Park. 1 year.
126. Brainard, Ethelyn, Idaho Springs, Colo. 1 year.
127. Clifford, Jean Margaret, Elgin, Ill. 1 year.
128. Coburn, Golda, Elgin, Ill. 1 year.
129. Crapser, Jessamine, DeKalb, Ill. 1 year.
130. Cunniff, Emma Catharine, Lake Nebagamon, Wis. 1 year.
131. Doré, Catharine Marie, Dover, Ill. 1 year.
132. Dowdall, Leonora Emily, DeKalb, Ill. 1 year.
133. Elliott, Anna Gertrude, LaGrange, Ill. 1 year.
134. Etling, Emma Irene, Wenona, Ill. 1 year.
135. Garretson, Alice Irene, Post-graduate student Northern Illinois State Normal School.
136. Glover, Bertha Rodney, Ottawa, Ill. 1 year.
137. Goble, Viola, Rollo, Ill. 1 year.
138. Greenlee, Margaret, Geneva, Ill. 1 year.
139. Grimes, Effie Madge, Rockton, Ill. 1 year.
140. Gross, Lena, Prophetstown, Ill. 1 year.
141. Grove, Gertrude, DeKalb, Ill. 1 year.
142. Hausen, Henry Warren, Principal Public School, Erie, Ill. 1 year.
143. Hayes, Mrs. Katharine T., Private Teaching, Morrison, Ill.
144. Heald, Anna N., DeKalb, Ill. 1 year.
145. Heuman, Edith Elizabeth, Elgin, Ill. 1 year.
146. Hogan, Loreto A., Marseilles, Ill. 1 year.
147. Isaacson, Huldah Christine, Hoquiam, Wash. ½ year.
148. Johnson, Mattie B., DeKalb, Ill. 1 year.
149. Keeler, Fred Crosby, Principal Public Schools, Stillman Valley, Ill. 1 year.
150. Kiehle, Shirley, Waukegan, Ill. 1 year.
151. Kruse, Anna Catharyne, Park Ridge, Ill. 1 year.
152. Leach, Bessie Elizabeth, Elgin, Ill. 1 year.
153. Lucas, Paul Jackson, Principal Public Schools, Garden Prairie, Ill. 1 year.
154. McLean, Addie Lucinda, Critic Teacher Northern Illinois State Normal School. 1 year.
155. Mallin, Winnie Louise, Waukegan, Ill. 1 year.
156. Marshall, Jeanie Morrison, Wasco, Ill. 1 year.
157. Murra, Fim, Principal Public Schools, St. Anne, Ill. 1 year.
158. O'Hare, Sadie Madora, Seneca, Ill. 1 year.
159. Paulsen, Charlotte, Riverside, Ill. 1 year.
160. Paulsen, Lillian, Dalton, Ill. 1 year.
161. Pohl, Minnie Henrietta, St. Charles, Ill. 1 year.
162. Pratt, Florence Marian, Waukegan, Ill. 1 year.

163. Puffer, Hal Everest, Principal Ward School, Galesburg, Ill. 1 year.
164. Robbie, Mary Smith, Aurora, Ill. 1 year.
165. Spring, Nellie, Critic Teacher State Normal School, Duluth, Minn. 1 year.
166. Stanton, Martha Cecelia, Lisbon, Ill. 1 year.
167. Stetzler, Loyd Livingstone, Principal Public School, Lake Nebagamon, Wis. 1 year.
168. Tallmadge, Alice Lavonia, Oregon, Ill. 1 year.
169. Tazewell, Edna May, DeKalb, Ill. 1 year.
170. Thornton, Bessie Adella, Rockford, Ill. 1 year.
171. VanEpps, Ida Maude, DeKalb, Ill. 1 year.
172. Wheaton, Elsie M., Mazon, Ill. 1 year.
173. Wilson, Abbie Jean, Prophetstown, Ill. 1 year.
174. Wilson, Mary Mariva, Waukegan, Ill. 1 year.
175. Winne, Mrs. Mattie Kimball, Belvidere, Ill. 1 year.

Note—The numbers at the right indicate the years of teaching since graduation.

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